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ABSTRACT

The primary emphasis of this issue of "Impact" is on career guidance. Articles contain facts as well as comments and implications regarding this topic. A feature of interest is a modified version of the 18th century "Game of Life." Another feature in this issue is a report on the counselor survey "Counselors View Goals, the Future, and Themselves." Departments contain a review of Carl Roger's "Becoming Partners: Marriage and Its Alternatives"; an exemplary program on aggression for junior high students; and other articles of interest. (WS)

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Vol. 2, No. 2
The Magazine for Innovation and Change in the Helping Professions

CAREER GUIDANCE: Supersonic Predictions & Earthly Realities of the Seventies

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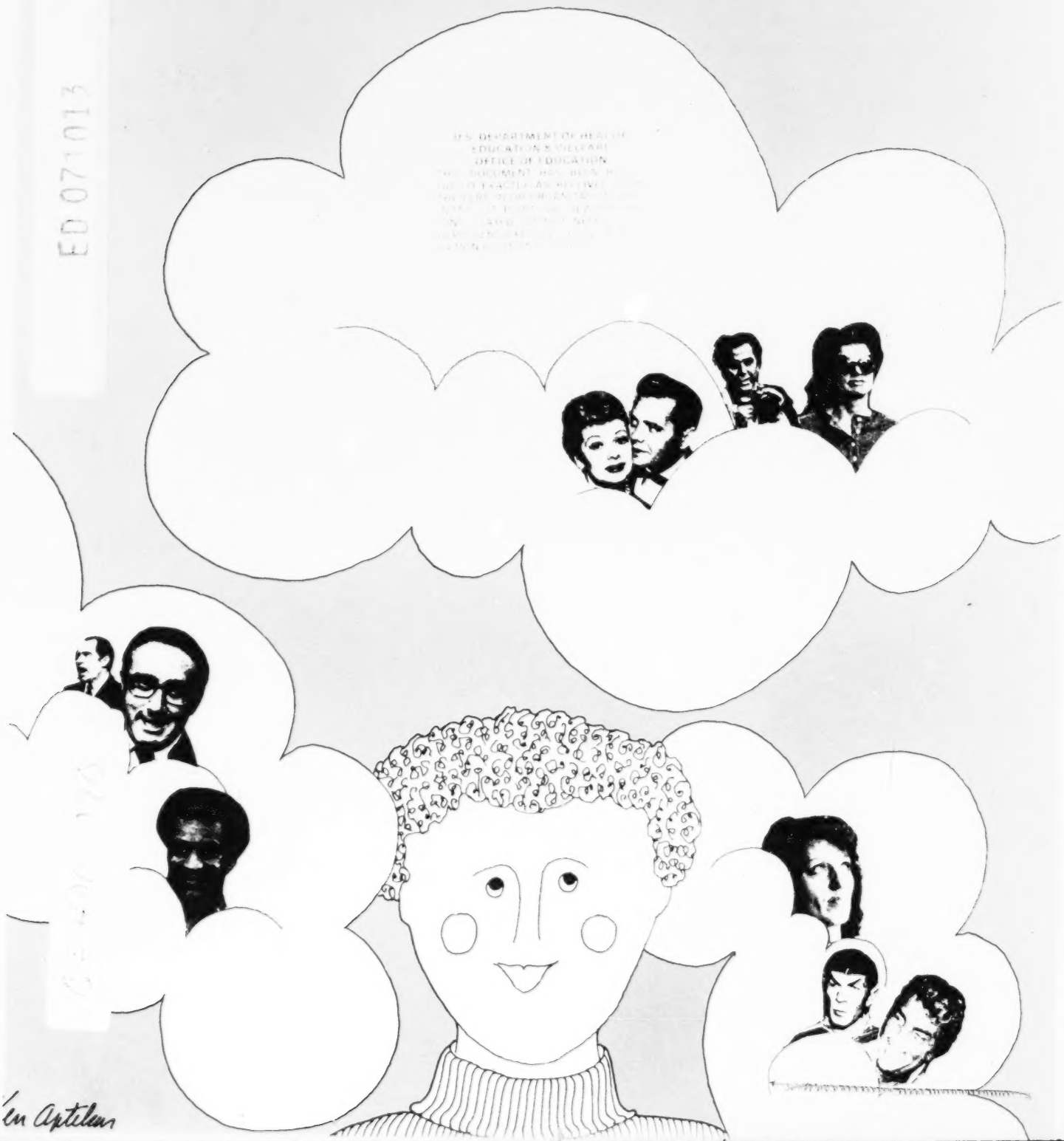

In order that
people may be happy in their work,
these three things are needed:
They must be fit for it,
They must not do too much of it,
And they must have a
sense of success in it.

John Ruskin
Pre Raphaelitism

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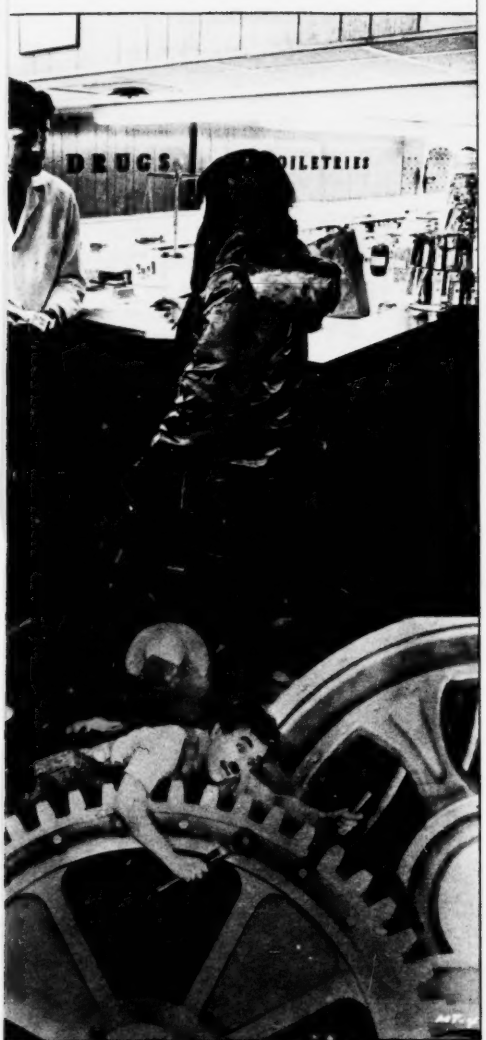

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About This Issue

Career guidance, career planning, and vocational development are currently receiving utmost consideration in all stratas of our educational and non-educational communities. In our charter issues of *Impact* we dealt with this area in several ways—an interview with Eli Ginzberg with reactions, an article on career guidance practices, and an inventory, "Rate Your Career Guidance Program." However, the topic continues to generate such interest and need that once again the major thrust of an *Impact* issue will be Career Guidance.

The Purdue Opinion Poll on Vocational Plans and Preferences of Adolescents (No. 94) was the starting point for our article "I'm Sixteen and I want to be . . . uh . . . Rich and Famous!" How high school students see their future in the world of work has and will continue to be of import in planning programs and designing strategies. *Impact* presents you with the facts and provides comments and implications as well.

The latest report of the National Advisory Council on Vocational Education deals with Counseling and Guidance. We've not only printed the report for you (its implications for our profession will give you much to think about) but have also had Lawrence Davenport, William Bingham and Norman Gysbers react to it.

"Motherhood: A Occupation Facing Decline" is a reprint from *The Futurist.* It provides an interesting look at "mothering"—sociologically and culturally oriented rather than a women's liberation approach. We're sure you'll find it both provocative and informative reading.

Our article on career guidance practices, "The Career Kaleidoscope," explores the need for new, easily adoptable and relevant practices. It includes discussions of a variety of specific practices which are: (1) adoptable at a single unit level, (2) low cost, (3) have been proven successful, (4) need limited professional staff involvement and (5) have high student involvement. Implementation guidelines are also provided.

A feature we're sure you'll find interesting is our modified version of the 18th century "Game of Life." It will not only provide you with some early ideas about "career guidance" but will provide a jump-off for discussion of the current scene.

Our remaining feature for this issue is a report on the counselor survey CAPS Publications undertook last spring. "Counselors View Goals, the Future, and Themselves" will tell you a lot about your colleagues. It will get you thinking about yourself, your role, and your priorities as well as actions you and others should begin to initiate.

Departments are as strong as ever. Douglas Blocksma reviews Carl Rogers new book, *Becoming Partners: Marriage and Its Alternatives,* while Exemplars presents a comprehensive program on aggression for use with junior high school students.

We think we've put together the kind of issue you need, enjoy, and have come to expect from *Impact.* Till February!

Garry and Susan

Happenings

The American Personnel and Guidance Association national convention will highlight professional conference activities for the months of December, January and February. Beautiful San Diego, California, will be the setting for this year's APGA national convention. Conference activities begin February 9 and conclude on February 12. This year's provocative theme is "PRO ACTIVITY; The Now Imperative." Contact Cherylann Harrington, Assistant Convention Manager, APGA, 1607 New Hampshire Ave., N.W., Washington, D.C. 20009, for further information regarding the APGA national convention. ■

Turning to other conference news, New Orleans will be hosting two conferences of note for *Impact* readers. **The Southern Association of Junior Colleges** will be holding its conference on December 12 in New Orleans, while **The Southwest Association of College and University Housing Officers** will be meeting February 7-9 at Tulane University also in New Orleans. Contact Edwin Price, Dean, Snead State Junior College, Boaz, Alabama 35957 for further information about the SAJC convention and H. C. Riker, University of Florida, Gainesville, Florida 32601 for further information about the SWACUHO convention. Speaking of New Orleans, there are many things to do and see along with convention activities. A special feature for tourists is three separate cruises up the Mississippi with lecture tours and stop-offs at historic points. ■

The theme of the **Association of American Colleges** Convention January 14-16 will be "Autonomy, Authority, and Accountability: Conflict Forces in Higher Education." The site for this conference will be the Hilton Inn, San Francisco and John W. Gillis, Executive Associate Director, AAC, 1818 R St., N.W., Washington, D.C. 20009, is the contact person for convention information. ■ Write Frank A. Trellinnick, Jr., Executive Director NEASC, 131 Middlesex Turnpike, Burlington, Massachusetts 01803 for information about the **New England Association of Schools and Colleges,** December 14-15. Boston will be the home for this conference. ■ Members of the **Western College Placement Council** will be frolicking in the sun at their convention January 16-18 in Honolulu, Hawaii. Warren E. Kauffman, Editor CPC, P.O. Box 2263, Bethlehem, Pennsylvania 18001, is the contact person for this conference. ■ Chicago, the "windy city" will be the host for the **Society of Professors of Education** conference February 21-24. Those attending this conference will be pleased to know that Chicago will be offering some special activities during the month of February. Of particular interest is the Chinese New Year Celebration in Chicago's Chinatown, the Chicago Automobile Show, the largest show in North America, and the Azalea and Camellia Show, America's most massive indoor display of spring and summer flowers. ■

Dallas, Texas will be the site for both the **National Association of State Supervisors and Directors of Secondary Education** conference February 1-2 and the **National Association of Secondary School Principals** convention February 2-7. Roy Scruggs, President NASSDSE, Consultant, School Administration Education Agency, Austin, Texas 78701, is the contact person for the Supervisors and Directors conference, while John F. Kourmadas, Convention Coordinator, NASSP, 1201 16th St., N.W., Washington, D.C., 20036, is the individual to write to concerning information about the Principals' convention. Conventioneers! While in Dallas, a great place to go is the Barn Dinner Theatre. This night spot combines excellent food with current theatrical productions at a very reasonable cost. ■ Moving further West, Anaheim, California will be hosting the **American Association of Community and Junior Colleges** convention February 25-28. Write to James White, Vice President of Administration, AACJC, One Dupont Circle, Washington, D.C. 20036 for further information about this conference. ■

San Francisco's Fisherman's Wharf awaits the arrival of members of the **Council on Social Work Education.** Their meetings will be held February 26-March 2 at the San Francisco Hilton Hotel, and those interested in attending should write Carl Scott, Assistant Executive Director, CSWE, 345 E. 46th St., New York, N.Y. 10017. ■

There are many professional notes of interest for *Impact* readers. The **Clinical Social Work Journal** which will be publishing its first quarterly issue in early Spring 1973, is calling for papers. The Journal, which will be interdisciplinary in authorship, scope and content, intends to publish high quality material on clinical practice that is historical, theoretical, or practice-oriented. Its main objectives will be to broaden the understanding and skill of the clinical social work practitioner or teacher concerned with individuals, couples, families and groups. Write Mary L. Gottesfeld, editor, for further information about submitting manuscripts and obtaining subscriptions. ■

The **National Academy of Professional Psychology** will offer 18 post doctoral seminars in areas of industrial and organizational psychology and frontiers of psychotherapy. These seminars will be available in New York at the New School for Social Research and at other locations throughout the country if requests are made by 15 local professionals. For catalog information write Alfred Marrow, NAPP, New School, 66 W. 12th St., N.Y. 10011. ■

The American Association for Higher Education is currently publishing **The Acquainter;** "An International Newsletter for Academic Consortia in Higher Education." The informal newsletter reports on projects of various consortia and services and resources available to them. Those who would like to receive **The Acquainter** or other information on consortia should write Dr. Lewis D. Patterson c/o AAHE. ■

APGA has instituted a new membership only service to active job seekers called the Member Resume Service. Members in good standing are invited to submit multiple resumes and an index card. Employers are currently being asked to list their positions. The service proposes to match employer to applicant at no charge to the applicant. Employers will pay a nominal $1.50 fee per resume received to cover the cost of service overhead. Write APGA, 1601 New Hampshire Ave., N.W., Washington, D.C. 20009 for further information. ■

Getting to those Family Squabbles — Before They Happen!

Can more marriages be saved through premarital counseling? Some people are trying, and many believe in starting young. In some Detroit schools a textbook aimed at eighth graders, **Becoming Adult** by Lucile Cantoni, tackles the subject of marriage and how to cope with it. Many high schools are offering classes in family living.

In California, counseling is mandatory if either person applying for the marriage license is under 18. Most communities have a family service agency under United Community Services or church sponsorship which offers counseling at minimal fees or at no charge for those who can't afford it. Many private services are also available.

Yet few people learn of these services until they file for divorce. This is possibly a result of a negative attitude toward marriage counseling. Weekend encounters for engaged couples are also available. Yet such an experience is far less common for a couple in this country than for one in Australia where 80% of all engaged couples voluntarily sign up for courses in family living and premarriage counseling.

"Counselors should work mainly with the college prep kids because they have to decide among so many different schools, whereas the other kids will easily fall in place somewhere—the army, working for their dads or uncles, etc."

"If you don't go to college you will always hold a subservient occupational position with little power and low wages."

Shifting Priorities and New Techniques for Guidance

These quotations by young people themselves typify the kinds of priorities that most school counselors established during the 1950's and 1960's. With the emergence of the "Sputnik Era," a premium was placed on obtaining a college education. The cry during these two decades was for more teachers, more engineers, and more research scientists. In essence, the key to success in American society was the college sheepskin. School counselors were quick to leap upon the college bandwagon by promoting the value of a traditional four-year college education as a vital aspect of career planning. They focused their attention on the potential college bound student, while relegating the noncollege bound student to second class status.

Now, as the current decade advances, two critical facts confront counselors, particularly in the area of career planning practices. First, the Bureau of Labor Statistics tells us that only two out of ten jobs available during this decade will require a college education. If this project in fact becomes reality, what will happen to all those highly trained professionals? Many will be unemployed, or at best underemployed. Second, and equally significant, college bound students in any

"Only the academically inferior or certain minority groups should take the noncollege-bound curriculum."

"The only real training beyond high school is a college education."

"There are no jobs available for those people without a college education."

given high school typically represent a minority population.

To date, school counselors have focused their attention on college bound students, while neglecting 55% of high school youth who do not even plan to attend college, although not all of those who plan to go actually do. Certainly the four-year college education will always be significant to some, and these individuals should not be neglected. But, in light of changing manpower requirements of the nation, these two facts suggest that counselors must begin to reassess their career guidance practices when working with college bound students, and these same counselors must place a greater priority on providing viable career alternatives for the noncollege bound.

Most counselors agree that one of the most important decisions a person makes during this lifetime is the choice of a career. The young person who does not have guidance in making this decision, merely falling into a series of jobs, may be severely handicapped for life. He may become trapped into a job merely as a means of existence and may never have a chance to challenge his real potential.

In our technological world it is becoming more and more important for young people to begin early in their school careers to develop positive attitudes toward work and to understand the place of work in their life structure. In addition, because of the rapidity with which jobs become obsolete and new jobs are created, it is important for a young person, as he begins his career exploration activities, to explore broad career fields as well as specific jobs. These aspects of guidance which relate to vocational development are extremely important. But they are often neglected in the normal school guidance program because of other more immediate pressures and because of the lack of available occupational and vocational sources. Counselors, particularly career counselors, literally must have at their fingertips those resources which respond to the needs of students. When working with the noncollege bound in particular, they must recognize that, to a great extent, they are working with a group largely unsophisticated in problem solving. To send these students to the library, to the employment services, to Mr. Jones who teaches shop is to turn them off. To give them guidance that really means something requires designing around *their* needs and utilizing the resources and referral abilities that their peers can provide. Guidance counseling must be retargeted in order to reach these students.

Such targeted, action-oriented career counseling has, as *Impact* sees it, two facets: (1) providing exploration resources developed specifically for students, largely by students or others who have preceded them, and available to students right in the counseling office, or an extension thereof; and (2) providing local involvement opportunities so students can personally become immersed in career exploration in the school or in the community.

The focus of this article is to present a broad view of career guidance possibilities through a look at several proven activities which can be initiated effectively by the career guidance counselor or, where available, the career guidance teacher. Some activities can be implemented by the classroom (or homeroom) teacher after consultation with the counselor. We shall describe the activity, discuss its applicability, and indicate its resource utilization. All the practices have three points in common—they have been tried, they involve limited costs in terms of staff time and materials, and they work!

Autobiographies

Through a semi-structured creative writing experience, students express their interests, attitudes, and feelings against a background of those events which they feel have made a major impact on their lives. Photographs and drawings may be included, since youngsters are often better able to express themselves visually than verbally.

Purpose: Autobiographies provide constructive avenues for students to communicate with one another about themselves and to gain awareness of the similarities and differences of others.

Applicability: This activity can be used with students at all levels. It is frequently used with those entering junior and senior high school to provide helpful insights about the new student to the staff. It is very low-cost in terms of staff time and resources.

Guidelines:

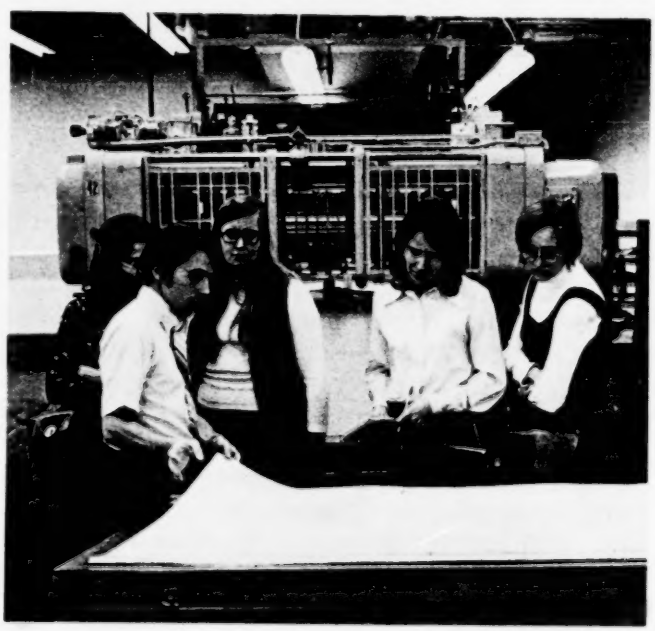
1. The focus of the autobiography should be geared to the developmental level of the students.
2. There should be enough structure to focus in on key areas suggested by the counselor, but not so much as to prohibit a high degree of self-expression.
3. Autobiographies should not be critically evaluated but should be shared with other class members.
4. Autobiographies should be maintained in folders, filed according to major areas of interest, and housed in the counselor's office (or adjacent materials area) after completion of use by class members. There they will be available to other students who may browse through files of those with interests similar to their own.

Business and Industry Visits

Business and industry visits provide students with the opportunity to observe workers in their functional settings and, if carefully organized, can be valuable learning experiences. Since much of the world of work is removed from public view and there is little opportunity to actually get behind the scenes, the perceptions students have about various kinds of work may have developed from limited information that might be quite unrealistic and inaccurate.

Purpose: Business and industry visits provide students with direct contact with the world of work and can motivate them to further explore their future in it.

Applicability: This activity is relevant to students at all grade levels. Elementary students can learn how different people earn their living while senior high or community college students can utilize the information gained to make tentative vocational choices. These visits are potentially very advantageous to the disadvantaged since they provide them with an opportunity to observe and interact with positive role models, and, hopefully, provide needed stimulation and encour-



agement. Field trips require considerable staff time and coordination and usually involve teachers, counselors and parents. However, once the trips themselves are planned, most business and industries take over with trained tour personnel, special exhibits, displays and films.

Guidelines:

1. Counselors working with students should determine what businesses or industries are available for site visits. A list of available companies should then be circulated among teachers and counselors.
2. Field visits should encompass as wide as possible a range of occupations.
3. From junior high on, students should play an active role in determining the businesses and industries to be visited so these visits are in accordance with their interests and needs.
4. The group involved and the purposes to be accomplished by the visit should be carefully considered. Elementary students would benefit most from a broad overview of those occupations most frequently encountered in the local community. For juniors in a high school vocational curriculum, tours should focus on working conditions, tools and equipment utilized, specific work processes, company organization, entrance requirements, opportunities for advancement, pay, etc.
5. Students should understand the purposes of the visit and get as much information as possible beforehand so they can determine what they should watch for so the trip will be meaningful to them.
6. The business or industry to be visited should know ahead of time of the nature of the group and the purpose of the trip in order to make the trip meet the students' needs.
7. If possible, students should interact with and observe workers in order to obtain an understanding of their attitudes and perceptions.
8. All field visits should be followed up as soon as possible. The group should share observations, perceptions and reactions. The field trip should also be followed up with a detailed study of the occupation or industry through classroom and guidance activities.

Community Resource Survey

Through actual interviews with local people in various work settings, students develop a current, highly relevant picture of the local job market as well as an up-to-date card file of resource people in a variety of occupations. For this survey, the counselor should first compile a list of people in the community or nearby town who are willing to be interviewed by students to provide them with a first hand description of their occupations. In developing an index, counselors can start in their immediate work environment with such people as members of the faculty, the principal, maintenance and secretarial personnel. Parents and ex-graduates are also potential resources. Membership listings of local chamber of commerce and union groups are also excellent sources. At the elementary level, the work can be done by student personnel workers, while at the secondary level it can be made into a project wherein students themselves are actively involved.

Purpose: The Resource Survey provides for involvement on the part of students and members of the community in the area of career exploration. By developing a cadre of local people willing to speak to students interested in their area of employment, the activity accomplishes two objectives: (1) it personalizes and opens wide the doors of career exploration by tapping community resources, and (2) it involves students in a project *by* themselves and *for* themselves.

Applicability: This activity can be implemented at all school levels, in all types of communities. At the elementary level, it might require more staff time although even young children enjoy 'interviewing' parents, neighbors and relatives. Elementary school staff members could make contact with those community persons unavailable to the children, while at the secondary levels, students would undertake most of the contacts themselves. While the survey requires considerable initial planning on the part of the staff, the file can be developed and updated with minimum financial costs.

Guidelines:

1. A letter should first be sent to potential resource people explaining the purpose of the index as it relates to the total career guidance program.
2. A brief questionnaire can elicit the desired information regarding type of job, where individuals can be contacted, etc. This can then be put on a 3 × 5 card for filing.
3. To maximize the effectiveness of such an approach, student knowledge of the system should be widespread.
4. The file can be placed in the materials area and thus be readily accessible for perusal by any student, or it may be utilized as a supplemental tool in career exploration wherein the counselor may suggest setting up an appointment with an individual listed in the file for a student interested in exploring a particular occupational area.
5. Periodic updating is a must to ascertain whether resource persons are still interested in continuing as consultants, and to increase the number of resource people through additional community contacts.

Audiotape Interviews with Workers

Going a step beyond the Resource Survey, live interviews with persons actually engaged in specific forms of work give students, at all levels, first hand knowledge not only of the job itself but of the way in which the worker perceives that job. Depending on their developmental level, the youngsters involved might: (1) plan for the interview by deciding what questions they feel are of importance to their age groups; (2) make the necessary arrangements with workers for the interviews; (3) conduct the interviews; (4) manage the equipment; and (5) edit and file the final tape for use by other students interested in the job area.

Purpose: Audiotaping interviews with workers on their jobs provides direct experiential learning for students of all ages in helping them gain understandings of specific jobs as well as of the workers' attitudes toward their jobs.

Applicability: Live interviews can be a valuable resource tool which involves students at all age levels. Younger students can familiarize themselves with broad aspects of various occupations and the settings in which they occur, while older ones can gain more specific information about particular jobs in terms of training requirements, worker characteristics, job descriptions, and employment opportunities—local and otherwise. Live interviews are a particularly viable guidance resource in working with disadvantaged students—educationally, socially and physically—because they can provide positive role models with which the youngsters can interact. Unlike the other suggested activities, this approach does

require a considerable degree of staff involvement in planning, coordination and taping, particularly at the lower levels. Depending on the taping equipment already available, it may also entail a modest outlay of funds.

Guidelines:

1. This activity should be coordinated by a counselor or vocational educator with expertise in the area of occupational information.
2. Depending on the developmental level of the student group, the counselor should involve them in determining the scope of occupations to be covered given the availability of time and local resource persons.
3. The counselor should then contact, by means of a brief descriptive letter, local places of employment to determine what individuals would be willing to be interviewed.
4. The basic structure of the interview should be prepared in advance, and might include how the worker spends his day on the job, advantages and disadvantages of the job, working conditions, etc. Students should be encouraged to input their ideas as to what they want to know about a job.
5. The content of the interviews should be geared to the developmental level of the students.
6. If possible, the interview should take place on the actual work site so a more realistic picture of the job will emerge.
7. The tapes should be readily available for the students to listen to, and opportunities should be provided for follow up discussions of reactions to them.
8. In keeping with the desire to provide the disadvantaged with positive role models, care should be taken not to present them in stereotyped work roles.

Career Logs

Through keeping a "self-record" of abilities, values, interests, work experience, etc., over a period of time, a student can gain insights which help him develop career goals. The log also provides an opportunity for the student to hypothesize about any exploratory occupational interest he may have.

Purpose: Over a period of years a career log can provide a pattern that highlights how one has changed and grown as a result of experiences. This information can be most helpful in deciding future goals.

Applicability: This technique lends itself to use at the junior high through post high school levels. It is potentially very helpful to women as it provides a means to focus on patterns of career development. It can be initiated by either teachers or counselors and is a low-cost item in terms of human and non-human resources needed.

Guidelines:

1. The purpose of the career log should be carefully explained so students can see its relevance to career development.
2. The counselor or teacher should suggest basic areas to be covered in the log—e.g. what I enjoy doing most, work experience, thoughts on values etc. Enough flexibility should be left so each student can make those entries which are most meaningful to him.
3. Students should discuss their logs with counselors during individual or group counseling sessions as they may prove to be helpful in important decision-making, such as deciding on a high school or post high school program. Career logs should be carefully evaluated at this juncture.

School Employment Service

Providing students with work experience at a relatively young age is based upon the developmental principle that a child's early experiences will influence his thinking and behavior when the same task or a similar one later presents itself. The opportunity to learn about the rules of work through simulated job experiences are, for elementary school children, vocational development opportunities of major importance which will later influence reactions to work and work-related situations.

Purpose: Establishing an "employment agency" within a school whereby students can apply for, and work at available jobs provides a variety of simulated work situations which can enlarge and broaden student's perceptions by acquainting them with the following: (1) applying for work, (2) filling out applications, (3) interviewing, and (4) performing a variety of work roles.

Applicability: This approach has been used most extensively with elementary school students but it can be adapted to use with junior high school students as well. It can be organized at a minimum cost, but does require a teacher and/or counselor time for planning, organization and implementation.

Guidelines:

1. Prior to implementation the counselor should determine the kinds of jobs available, qualifications for specific jobs, interview and selection procedures, time limits for jobs, job transfer procedures, employment rules and regulations, etc.
2. The counselor and the student should develop necessary materials such as job advertisements, application forms, etc.

3. Scheduling procedures which permit students to leave classes to perform jobs must be agreed upon—cooperation by teachers, counselors and administrators.
4. A decision must be made initially as to whether there will be a reward system to recognize student job performance.
5. Employment Service publicity must be widespread in the school so all students are aware of its existence.
6. All students should be encouraged to participate lest it be felt that only the more generally involved students are welcome in the effort.
7. The Employment Service should be supplemented by related classroom guidance activities, such as learning how to fill out applications, developing appropriate interviewing behaviors, etc.
8. This activity should be periodically evaluated by faculty and students to make improvements and necessary modifications.

Six activities which can be incorporated into an existing program may seem like rather small drops in a large bucket. But these activities have been tested, they are feasible in terms of implementation, and, best of all, they do work! The urge may be to replace an entire career guidance program, but given the current realities of school finance, that is not a very practical approach. The increasing emphasis on the need for improved career guidance practices, at all levels, demands a variety of approaches which meet the career needs of the student body as well as the manpower needs of the community. *Impact's* targeted practices respond to these needs by involving the students as well as the community through planning, implementation, and utilization. With the growing need to redefine education in noncollege terms, school counselors will be facing increasing numbers of students who must make vocational decisions prior to leaving high school. "Career exploration" will become the byword of the '70's just as "science technology" was during the '50's. Hopefully, the need will be seen for long-range programs of career guidance, sequentially implemented from the primary grades through post high school.

As counselors become more future oriented, they need to take into consideration certain aspects of the career kaleidoscope, those facets of change emergent on the American scene. *Impact* has chosen to present six of these issues for your now and future consideration.

Futuristic Considerations for Career Guidance and Counseling

1. If the retirement age is reduced as life expectancy is increased, people must be assisted in finding more satisfying ways in which to make a quarter of their life more golden. While an occupational pursuit, be it a glamorous career or manual drudgery, takes much of a person's adulthood, people must be prepared for the eventuality of life without vocation. Avocational counseling may become as important as vocational counseling.

2. The traditional four-year liberal arts college education is still a viable alternative for those who place great emphasis on cultural involvement. Many of today's youth who have found financial security are less concerned with the financial rewards of a career, and would rather emphasize social change and cultural enrichment. Counselors should be supportive of these individuals.

3. More women are reentering the work force on either a full or part time basis. Counselors must begin to reeducate themselves in order to provide realistic, effective career guidance for women. This requires not only the acquisition of job resource information, but also the necessity for counselors to reexamine their role in our society. It is rapidly reaching that time when counselors must assume a proactive rather than a reactive position on social reforms and the elimination of job discrimination based on sex. In conjuncture with their work in this area, counselors should help potential employers become aware of the value of employing women on a part-time basis, thus providing an opportunity for these skilled women to return to productive employment.

4. In future years, increased leisure time will be a factor even during the working years. With the achievement of technology and constant shifting of manpower needs, the four-day and even three-day work week may become a characteristic of American society. This trend suggests that jobs will no longer occupy the major portion of what is now considered a typical work week. Those working with adults must make them aware of the need for developing alternate meaningful pursuits to fill the void left by the shortened work week.

5. Initial employment practices of the unskilled and low skilled segments of our population are becoming characterized by migration to urban settings, while the industries capable of providing entry employment for these individuals are moving to the suburbs. This suggests a three-pronged role for counselors: (1) they need to emphasize to this segment the necessity to upgrade their skills; (2) they must encourage client assessment of urban employment conditions prior to their mobility decision making; and (3) they must strive to develop a communication network with all potential area employers, urban, suburban and rural, in an effort to provide the most accurate job placement information possible to these people.

6. Although geographic mobility is touted as being the key to successful employment, a major portion of our society remains nonmobile. Counselors must understand and accept the fact that due to personal, economic or cultural reasons, these people cannot uproot themselves. The counselor should not create frustration in these people through his advocacy of mobility; rather, he should encourage them to maximize their potential within the confines of their existing environment.

Thus, the career kaleidoscope produces a new pattern with every technological tilt and economic jolt. How we can make a coherent picture out of these fragments depends upon our ability to apply new concepts, new techniques and new empathy to the employment situation and the people who try to fit into it.

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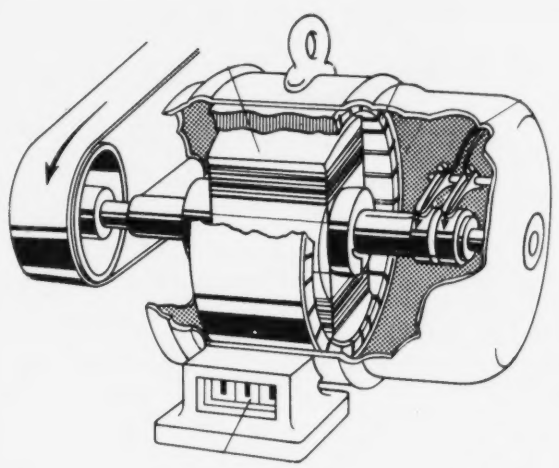

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Flashes

... It was paradise in Poland (in the city of Bydgoszcz, to be specific) when, because of a faulty valve connection, beer from the state brewry mistakenly emptied into the city water system ...

... The Carnegie Commission on Higher Education found that 83 percent of college undergraduates feel that colleges should give more attention to the emotional growth of students, and 59 percent of faculty members agree ...

... Mexican-Americans are grossly underrepresented in college enrollment relative to their proportion among the college age population, according to a study conducted by the College Entrance Examination Board.

The five-state study of administrators in southwestern colleges and universities concluded that economic considerations force many Chicanos to seek employment rather than college admission. Half the respondents felt that many Chicanos do not see the value of a college education. In addition, the ratio of Mexican-American faculty members to Mexican-American students is about 100 to 1, whereas the comparable overall ratios are 20 to 1, indicating the need for expanded Chicano hiring ...

... According to the National Federation of Business Women, married men are healthier than bachelors, as evidenced by the fact that the latter spend more time as hospital patients than do the former. Apparently, the care expended on men by their wives keeps them healthy. However, the report also finds that those who are hospitalized the most are wives, which somehow tends to make the prospect of marriage a bit one-sided ...

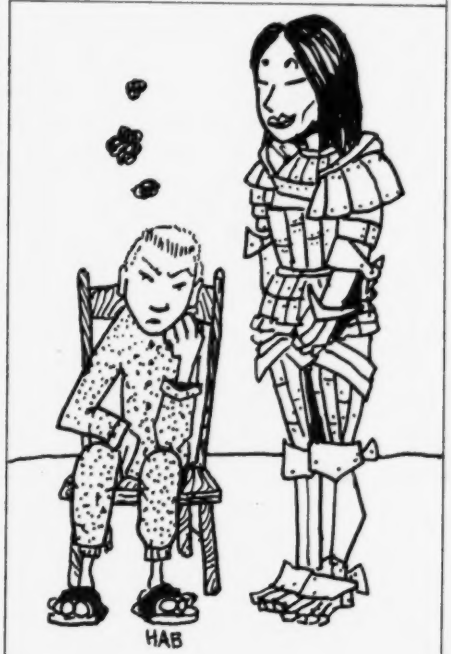
... A successful effort to open the schools of Tunisia to more of its youngsters has produced a potentially dangerous threat to the government. In a nation which is tiny, primarily agricultural, and only lightly industrialized, the peasants see education as the only means of upward mobility for their children. But Tunisia cannot produce jobs for all her newly-trained young people who flock to the capital looking for non-existent professional jobs, and become restless, angry and potentially violent in the process. To avert this possibility, the government plans to tighten up educational requirements and change the training emphasis from professional to technical, to bring education closer "to the realities of life," as one official puts it. [Where have we heard this tune before?] ...

... Kirby Lewellen of Honolulu has been trying to obtain a job as a stenographer. Although he types 91 words a minute and takes dictation at about 60 words a minute he has not even been able to get into a steno pool. "We don't hire men as stenographers," is all he hears. His job quest has now become a crusade ...

... The United States seems to be reaching the point of ZPG – zero population growth. For the first time, according to findings of two federal statistics agencies, fertility levels have dropped to the replacement level of 2.1 children per young woman of child-bearing age. While this rate must be sustained for 70 years, (until the daughters of today's newborn females have all completed their child-bearing), the signs seem undeniable, this being the first time the fertility rate has remained at ZPG for as long as six months ...

...In an effort to encourage undergraduates to take the courses with which they may anticipate difficulty, Yale has instituted the eleventh grading revision of this century. Regular grades (A, B, C, and D) will be retained but a failing grade will not be recorded. Only the professor and the internal administrative staff will know. The student may, if he chooses, take the course until he achieves a passing grade. According to Dean Horace Taft, "the decision not to report failures reaffirms the principle that we want students to experiment." ...

... According to a U. N. survey, only 7 % of Singapore's two million people engaged in premarital sex, with less than 30% even knowing much about sex prior to marriage. (In some parts of the world, a virgin is still the rule rather than the exception) ...



Cartoons by Howie Buten

... Rent-A-Freak is a group in San Francisco who volunteer their services as "living props" at charitable gatherings. Their purpose "make ourselves happy by making others happy." ...

... The mother still will have the baby but the father may soon be able to take a paternity leave. Under a pioneer contract proposed by the City University of New York to its professional staff, up to 20 days of paid leave and up to 18 months of unpaid leave will be available to both men and women. The proposal, if accepted, will make it possible for women to function with as much equality as men in the life of the university. It also recognizes the university's obligation to eliminate any discriminatory treatment based on sex ...

... *The Washingtonian* magazine has come out with a list of "Washington's Biggest Male Chauvinist Pigs" by Cornelia Langer Noland. [Exs.] "President Nixon – the "blue ribbon hog ... If he had seriously been considering a woman for the Supreme Court he wouldn't have suggested an undistinguished, poorly qualified one on the list that he sent to the American Bar Assn. This is a subtle way of slitting our throats." ... For their stands against birth control and abortion Patrick Cardinal O'Boyle and Chief Justice Warren Burger rank high on the list, but not as high as Dr. Edgar Berman who, as a former member of the Democratic Party's Committee on National Priorities said that women's rights shouldn't be a top priority issue "since women are mentally incapable of governing due to the menstrual cycle and menopause." ...

... Improved offset printing and photo techniques have led to an increase in counterfeit money. Many Americans, however, do not turn in counterfeit money; (1) many do not realize it is counterfeit, and (2) because they are not reimbursed many try to pass it on rather than take the loss ...

... An eight month study of the University of Michigan by a management consulting firm found that female professional and administrative employees are paid less within given salary levels than are their male counterparts ...

... A government report found that 27,000 of the 55,000 road deaths in the U.S. last year were attributable, at least in part, to alcohol ...

... Small class size does make a difference in performance. A 7-year study by Martin N. Olsen based on observation of over 18,000 classrooms in more than 100 school systems suggests that pupils in smaller classes score "significantly higher" than those in larger classes. There appear to be several "breakpoints" in class size which drastically affect performance. For elementary schools these points are 5, 15, and 25; for secondary schools, 10 and 16. The optimal educational strategy would be to cut enrollment just below these critical points ...

... A Gallup Poll released in August found that 64% of the public, including Roman Catholics, believe a decision to get an abortion should be left up to the woman and her doctor ...

... A long-term British study, *From Birth to Seven,* found that the average educational gap between low- and middle-class children reached two years by the age of seven ...

... In the absence of police, a Huntsville, Alabama mother has become a self-appointed deputy in her neighborhood. With notebook in hand, she positions herself in the middle of the street, ready to flag down speedsters. She gives them fair warning that if they are found speeding again she will turn their license numbers over to the police. At first, business was brisk; fortunately it is now averaging less than one to eight a day ...

... The US Office of Education will soon put into operation a Publishers Alert Service designed to promote commercial publication of federally supported research products under a copyright agreement.

Publishers and other producers of educational materials will be notified of new research products under development. The first such announcement is imminent. About 40 are expected in the first year.

On receiving a PAS announcement interested publishers will get in touch with the developer.

USOE copyright guidelines will govern competition to market these products. Under the current OE copyright program, the winning bidder is awarded the exclusive right to publish, market, or distribute the product of government-sponsored research under a copyright limited to a specific number of years, usually five ...

... According to Brazilian economist and sociologist Jose de Castro, hunger whets sexual appetites and protein deficiencies increase fertility in women ...

... Lillian P. Martin learned how to type at 65, how to drive at 77. At 88 she went up the Amazon; at 99 she undertook the management of a 50-acre farm ...

Rin-so White
Rin-so Bright
Cute Patsy Anne Heinz is 6 years old. She loves dancing, does toe, ballet, tap and Hawaiian. She's in the first grade. The Heinz family live in Baltimore. Mrs. Heinz did fashion modeling. Dad's in the motorcycle business.
Why do you whistle on washday Mom?
Because Rinso safely GETS OUT DIRT—F from whites or col
HANGED THESE SUDSY SHEETS TOGETHER WITH A BIT TIRED BECAUSE RINSO SOAKS OUT DIRT... SAVES SCRUBBING JUST GIVE GRUBBY SPOTS A FEW RUBS
NO WONDER YOU WHISTLE
SEEMS EVERYBODY'S GOING FOR RINSO. HEARD THIS MORNING FROM A CUSTOMER HOW RINSO GETS EVEN EXTRA DIRTY WORK CLOTHES CLEAN AS A WHISTLE EASILY
Rinso
IT'S ANTI-SNEEZE
PATENTED PROCESS
the only granulated soap

MOTHERHOOD:

An Occupation Facing Decline

by Jeanne Binstock

Jeanne Binstock is Assistant Professor of Sociology at the University of Massachusetts at Boston, 100 Arlington Street, Boston, Massachusetts 02116. *Her article is reprinted here courtesy of* **The Futurist,** published by the World Future Society, P.O. Box 30369, Bethesda Station, Washington, D.C. 20014.

Twenty years from now, mothers will be a mere specialty group in the United States. This state of affairs will not result from the women's liberation movement, but from economic factors and technological change.

The U.S. now is going through a momentous and rapid occupational shift, recalling the movement of peasants into factories during the Industrial Revolution. The new occupational trend is a response to both past-push (the atrophy of one set of specialized functions) and future-pull (the emergence of a new set of specialized functions). U.S. efforts to accomplish this necessary economic transformation will provide a model for other nations reaching a post-industrial state of development.

Modern medicine's success in reducing mortality has resulted in a overproduction of people. Effective mass contraception offers a remedy for the problem. Women's lib movements are really a consequence of technological change: they have appeared at the historical moment when a sharp reduction in the occupational group known as mothers is mandatory, and the technological capacity to achieve it is available. In understanding what is happening, it is important to bear in mind that ideological change can occur only when the technological capacities for achieving it are available. Just as the Protestant Ethic lubricated the spread of capitalism, so the women's lib ideology will lubricate the necessary occupational shift of masses of mothers into the emerging new society.

But before we consider the future, let us look at the more recent past and the present.

Mothers have traditionally been the world's largest occupational group. Half the population was assigned to a single task—producing people, with all the resulting obligations of child care. The huge allocation of human resources was absolutely necessary to maintain an adequate adult population in the face of war and disease, and it was a logical assignment of roles. After all, what else could any group of people do if they were almost always pregnant, or physically incapacitated as they recuperated from one delivery or awaited the next, or in danger of dying every 18 months, or needed to be constantly available for feeding children. The job title was Mother, and just as in other occupational groups, the job was invested with an occupational mystique, a jargon, a particular life-style, and some specialized technical skills.

Motherhood Must Fall into Disrepute

The consequences of modern medicine have caught us off guard, and we are forced to face the fact that if we do not take from women their role of mother and replace it with something else, we will be throttled by the overproduction of babies. We thus face the need to demand that the ancient and honorable occupation of motherhood fall into disrepute, and that women commit themselves to other occupations. Women must be "liberated" to enjoy the fruits of other occupations, whether they want to be or not.

Many things must change in the next 10 years, because most women—not just a few—have access to cheap and effective means of contraception and because the survival chances of most children, rather than an elite few, have been drastically improved by the readily available medical care. Motherhood must undergo a drastic revision.

The coming revolution in motherhood will not, however, be the first metamorphosis due to technological change. The 19th-century industrial revolution produced an important but largely unnoticed change in the mother's role. When machine processes took men away from the home, the socialization of children was left to the women, who had previously acted only with authority delegated by men. With their physical superiority and economic power in the family, men have always relied on force or the threat of it. They mold and shape by fear. Women, lacking economic power, status, or physical force, have had no option but to socialize by motivational seduction (persuasion) and by guilt. When women took over the socialization of children, the process was transformed from manipulation by threat of force to manipulation by seduction, enticement, and guilt. Brutal physical punishment—and even spanking and slapping—have become almost extinct among the middle classes; indeed, by 18th-century standards, physical punishment is almost extinct in the western world. Mothers today shape the development of the child by assuming love and trust in the products of her body and demanding guilt. The changed style of child-rearing has specific

Who ran to help me when I fell,
And would some pretty story tell,
Or kiss the place to make it well?
My Mother.

Ann Taylor
My Mother

consequences for the character formation of people in the highly industrialized countries. The emphasis has shifted from external behavior to internal motives.

The socialization of children is becoming increasingly manipulatory, seductive (in the psychological sense), and oriented toward guilt, that is to say, toward psychic rather than physical punishment. In the U.S. and a few European nations during the past 30 years, the attenuation of motherhood as an occupation—due to reduced infant mortality and middle-class contraception—has let to more pervasive and intensive guilt, not only as a socialization device but as a way of life.

In the past, mothers often had to fight to stay alive after childbirth and to keep their children alive. Children required continual nursing during bouts of critical illness and often died, causing a grief hard to assuage even by the birth of the next child (often already on the way). Today many an American woman has never exhausted herself from childbirth and the fear of childbirth, has never sat up night after night with a child screaming in pain, and has never wondered if the astonishing fruit of her body would remain alive to adulthood. Instead of endurance, patience, fortitude, and tenderness—the traditional virtues of women in all previous historical periods—we have contraception and penicillin.

Today the American woman has two or three children, instead of six or eight; childbirth for her is not a battle for survival; she is rarely up at night with a sick child; she has plenty of household appliances, processed foods and other technological innovations that function as para-mothers. In addition, specialized agencies such as schools, clubs, and television share her burdens. She has succumbed, half willingly and half reluctantly, as her job has been effectively reduced from an important 18-hours-a-day occupation, crucial to society's survival, to a marginal three-hours-per-day activity, almost as easily done by someone else.

Women Fight to Hold onto Motherhood

Every occupational group fights for survival when threatened with technological obsolescence and tries to retain a monopoly over its technical skills. Women—or, rather, mothers (the words are still almost interchangeable)—are no exception: Mothers continue to apply their customary technical skills even when unnecessary or even undesirable. Tender care turns into over-control; attention into excessive scrutiny. In an effort to maintain their traditional 18-hours-a-day, useful, respected job in the face of its reduced tasks, mothers have been developing an obsession with the details of their children's internal lives, trivial social behavior, and interpersonal attitudes. The mothers simply have nothing else to do. They use guilt to bind their children, even when grown, to themselves, for their children are their own occupational tools and source of commitment. To give up their two or three over-manipulated children would mean retirement.

Guilt-Ridden Children Scream for Freedom

Mothers' use of guilt to bind their children has had massive psychological consequences, and happily not all are bad. This relatively new socialization form may help adapt the industrial personality to the post-industrial realities of the future. Guilt has made middle-class children introspective and self-conscious, to a degree never before known in the western world. Psychological manipulation now is so common that adolescents are uniting in their mutual sense of victimization. They identify with and feel responsible for all victims and, in the process of seeking redress of wrongs, they are changing the values of the culture. This is happening at a time when our technological capacities can permit the fulfillment of the responsibilities that are felt toward all economic, social, and psychological victims.

Our young people have been mothered to death: They have been subject to a level of scrutiny and maternal investment and guilt that paralyzes them and makes them crawl the walls and scream for freedom. They long for real internal choice—not choice forced on them by guilt—and they are presenting us with magnificent new possibilities for freedom in the 21st century.

The overinjection of guilt has turned young people against the capitalistic system, which has demanded competition and aggression; their mothers taught them to hate aggression and to feel guilty about expressing it. At the same time, the young people have been turned against the Protestant Ethic with its too crass, too simplistic, and too visible exploitation of external guilt. Among the young people, internal guilt has replaced external guilt; instead of feeling guilty when they have done something defined as evil, they feel guilty

Youth fades; love droops,
the leaves of friendship fall;
A mother's secret hope
outlives them all.

Oliver Wendell Holmes
A Mother's Secret

when they have only thought of doing something evil or even when they have merely failed to do something good.

This internal guilt continues to bloom and produce even more internal or maternal guilt, now shared by sons and daughters alike, because it is the only form of socialization that is truly familiar to our middle-class young people. *Portnoy's Complaint* was a commercial success because so many people recognized its portrayal of motherhood. What is not always appreciated is that Mother Portnoy produced, by her seductiveness and massive injection of guilt, a Commissioner of Human Rights, a champion of victims.

The larger-than-life quality of the American mother and her method of control – seduction and guilt – have produced a whole generation of men who have overidentified with their mothers and of women who fear being like their mothers. Many of the young women now liberating themselves are committed to avoiding the traps that their own mothers were caught in. Young men, overidentified with their seductive, nurturing mothers, want to release women from the restrictive roles that damage everyone. These men are willing to let women change and to help them so that another generation of children will not be exposed to the seduction and guilt that they experienced in their own childhood. The young men wear their hair long, carry babies on their back, and oppose war. The young women wear pants, defiantly assert their independence and initiative, and spend less time making marriage traps for men.

"Mama Socialization" Will Increase Creativity

Young people tend to see the new outlook in moral terms, but behind the moralities lie economic necessities. The "mama technique" – seduction, guilt, and the suppression of aggression – is emerging as the technique of the future – the electronic, post-industrial society. The old "papa technique," based on authority, fear, and punishment, is less useful for creative mind tasks, and the rise of computer technology is increasing the value placed on creative thinking, which does not flower in the face of threats. As we shift from the dominance of physical power to the dominance of mental power, fear and punishment become useless. The emphasis on guilt, which prevents the expression of aggression, on seduction rather than fear, and on psychological manipulation and self-consciousness, has prepared the way for the emerging electronic society, which will emphasize mind skills rather than physical skills, knowledge cooperatively produced rather than material goods competitively produced, creative thinking rather than behavioral conformity, and the quality of psychological life rather than the quality of material life. Creative work demands sublimated aggression. Complex organizational involvement (which will be the lot of everyone) and the increase in temporary, voluntary relationships will also demand that aggression be suppressed. We are becoming too dependent on each other to allow the open expression of aggression in organizational life. People can attack each other freely only when they don't need each other desperately. Through their mothers' emphasis on guilt, men and women are both learning to suppress aggression very effectively.

Women Will Shift to Other Occupations

In the immediate future, we shall see women shifting the skills already developed and incorporated into their identity system to new occupations akin to the old. Women will put their socialization and seductive skills to work in other frameworks. Already, women are moving in large numbers into the burgeoning service industries which need the very skills in which women have been trained since babyhood. Eventually, women will be the policy-makers of those industries that deal in one way or another with issues of human motivation and internal needs – arts, entertainment, advertising, social services, education, etc. – for these fields all require what has already been defined as women's way of winning: covertly, patiently, by influence rather than power, by bewitchment and provocativeness rather than force and demand. Women will fan out into still-unimagined forms of education, and will work with "dependents" other than small children, such as the adult underprivileged and marginal, the elderly, the mentally ill, and any other categories of people who need, like children, to have their competencies developed.

In perhaps 20 or 30 years, feminine virtues will be diffused through the society, because women – the traditional repositories of these virtues – will have begun to lose their defined occupational role. Men will incorporate characteristics that were

For the hand that rocks the cradle
Is the hand that rules the world.

William Ross Wallace
What Rules the World

previously defined as female virtues, partly because they will want to, out of identification with their mothers, but also because economic conditions will require it. Women will incorporate virtues previously defined as male, due to their industrial involvement and independence. The result will be a greater richness in the human character. We will find independence coupled with yieldingness and compromise, thrust coupled with tenderness, adventure and experiment coupled with stability, decision-making and responsibility coupled with guilt.

Ultimately, when women have a free choice of economic roles and their identities are no longer tied to motherhood and the traditional feminine virtues associated with it, we may be quite surprised to discover that no more women will choose to be mothers than men would choose to be engineers—and that kind of choice is what is needed if we are to solve the population problem.

Men and Women Will Converge Occupationally

Unisex will come into fashion as a consequence of free choice. Nothing will distinguish men and women, socially and occupationally, from each other, since they will merge the features now kept so carefully in cubby-holes.

After the transition is complete, there will be men and women in all fields, but the distribution of the sexes in the occupations will not be completely random. Differences between men and women based on differences in their biological equipment will result in some slight but nonrandom differences in the percentage of each sex in certain occupations. Biology will be expressed in a new way. Men sexually "penetrate," and throughout history, they have abstracted and extended this perspective and skill into work in the real world. They have always specialized in exploration, thrust, depth, and analysis. Women sexually "incorporate" and they will abstract and extend this skill to work in the future electronic world which will emphasize incorporation and synthesis ("bringing it together") and integration. The sexual incorporativeness of women will be expressed in non-sexual ways, just as the sexual penetrativeness of men will appear in non-sexual ways. The preference for analytic penetration, on the one hand, or integrative incorporation, on the other, will give each sex an edge in different fields.

The rapidly increasing specialization of knowledge and social change will create a demand for coherence and stability. There will thus be a need for increasing numbers of integrative incorporators or incorporative integrators, that is, coordinators of knowledge and meaning. Economically, the rise of computer technology, and the knowledge industries will require an army of "synthesizers," "pattern recognizers," "integrators," and "information shapers." Women will have a very slight natural edge in integrative fields just as men will continue to have a slight edge in exploratory, penetrating fields. The best synthesizers will tend to be women and the best explorers will tend to be men. Penetration will remain critical at the frontiers of knowledge and social change, but the synthesis of knowledge and meaning will become increasingly crucial.

If we are to understand the relationship between technological change and our human future, we must understand that by transforming human lives and expectations, technology transforms human character. Technology's deepest impact is on human perceptions and motives, which it shapes through the daily events of our lives. If we want to predict the future, we must understand precisely how technology can alter the way we feel and think. This understanding may come as much from an acute re-examination of our past as in the scenario building of our future.

...a vast image out of Spiritus Mundi
Troubles my sight: somewhere in sands of the desert
A shape with lion body and the head of a man,
A gaze blank and pitiless as the sun,
Is moving its slow thighs, while all about it
Reel Shadows of the indignant desert birds,
The darkness drops again; but now I know
That twenty centuries of stony sleep
Were vexed to nightmare by a rocking cradle,
And what rough beast, its hour come round at last,
Slouches towards Bethlehem to be born?

(from *"The Second Coming"*
by William Butler Yeats)

Reviews

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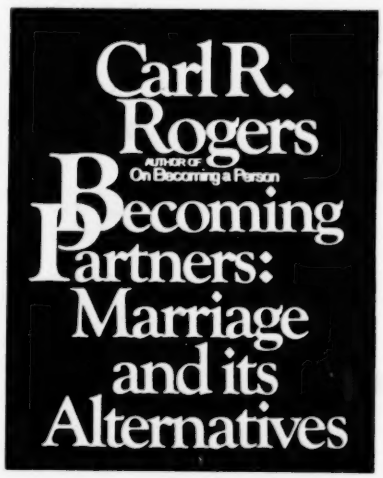
243 pp $7.95.



Impact is able to present you with a review of Rogers' new book by a distinguished psychologist who not only knows Rogers work thoroughly – but has some professional disagreements with him. *Impact* is pleased to bring you an expert's view of *Becoming Partners*.

Douglas Blocksma, our guest reviewer, is a psychologist from Grand Rapids, Michigan. He is certified in Michigan as a counselor, teacher and consulting psychologist. He received his Ph.D. from the University of Chicago and is currently a diplomate in Counseling, American Psychological Association. He has taught psychology at the University of Michigan, Ohio State University and the University of Chicago and has been active in West Michigan PGA, APGA, and NVGA for many years. He trained for five years under Carl Rogers at both Ohio State University and the University of Chicago.

Carl Rogers' book addresses itself to the new freedom young people are experimenting with before marriage and during marriage. The attitudes of liberated women, the effect of birth control, abortion, nofault divorce laws, have created a new permissiveness that allows young people to experiment with love relationships without the formality of committing themselves to a marriage license and promises to live together until death do us part. "In my contracts with young people it has become clear to me beyond the shadow of a doubt, that the contemporary young person tends to have a distrust of marriage as an institution." (pg. 10)

The title of the book describes accurately what Rogers investigates and writes about: *Becoming Partners: Marriage and Its Alternatives*. He uses quotes from live interviews with couples to prove his points. His conclusions are: that monogomous marriage has failed and is being altered in large cities and on campuses; and that trial "marriages" are becoming the accepted thing. By the year 2000 there will be great freedom in sexual relations for adults and adolescents; infertility will be assured at time of puberty; partners will be matched by computers; temporary partnerships will be the order of the day.

"Perhaps by the year 2000 we will have reached the point where, through education and social pressure, a couple will decide to have children only when they have shown evidence of a mature commitment to each other, of a sort which is likely to have permanence. What I am describing is a whole continuum of man-woman relationships, from the most casual dating and casual sex relationships, to a rich and fulfilling partnership in which communication is open and real, where each is concerned with promoting personal growth of the partner, and where there is a long-range commitment to each other which will form a sound basis for having and rearing children in an environment of love. Some parts of this continuum will exist within a legal framework, some will not." (pg. 9)

He evaluates the trends from formal, legal, traditional monogamous marriages to the new marriage as he predicts it will be. He uses the term intimacy between boy and girl, man and woman, because he sees the new sexual freedom as being accepted and enjoyed so generally by the year 2000 that the possessive attitude to marriage of the past will disappear. Marriage will only be as permanent as a couple wants to make it. He proves his point that this trend is a reality by giving California divorce data. He sees the dying out of religious and government controls of marriage.

He gets the book started with a chapter entitled Shall We Get Married? He uses examples of four couples and how each experience pre and post marital relationships. One of these examples is a description of his own marriage. This is a courageous addition to a book full of real life examples of various approaches to intimacy.

The second real life story is about the years that a young unmarried couple spent together. Roger summarizes his cases with an analysis of the difficulties and resources of each couple in their struggle toward compatability. Rogers stresses the vital place of open communication, guilt reduction, sexual permissiveness, more flexible role perception, as positive factors in satisfying a formal marriage happening after years of living together without marriage.

The third case study is an example of a multiple married couple who both experiment outside of the marriage. Rogers is impressed with this couple's open frankness and sees this as their salvation. The pain of jealousy, insecurity, pregnancies, etc. tend to be underplayed in favor of the excitement of sleeping with others described in respectable psychological terms. Doing what one wants to do when he wants to do it, becomes acceptable to Rogers – with little evaluation of alternatives to sexual behavior controls.

Rogers then alters his case presentation of types of marriages to insert a short chapter on the history of the family. He attempts to show that "the nuclear family is only a recent development, and it is working less and less well." To give perspective to his southern California cases, he describes drab married life in a remote Mexican village; and implies the most traditional American marriages are routine, underexpressive because of moral upbringing, children as unwanted burdens, harsh and inflexible relationships between bossy husbands and submissive wives. Rogers obviously favors the trends toward permissive, amoral marriages with all their complexities, jealousies, and insecurities for the children and adults involved. Sociologists and historians may question the authenticity of this chapter.

Subsequent case reports include Rogers' analysis of a black-white marriage; and the relationships within nine types of existing communes. He points out the naturally therapeutic aspects of communal attitudes and ways of life. In the inter-personal multiple loves in communal life "there is pain, distress, shock, surprise, caring loving, and black despair. None of this is final, nor are they finished experiences. They are part of a process of living, loving learning – all of it open between them. It is a new mode of life – looking inward to discover what one is really experiencing – These young people have not seen it in their parents, their schools, their ancestors. They would not find it in European tradition in which, especially in matters of love, deceit is the rule. No, young people today are trying out a genuinely new way of living. To me it is refreshing and hopeful. But I am not sure that I am enough of a prophet to say that it will be the way of our culture tomorrow. All I can say is that this open, sharing of all of one's self nearly always, in my experience, leads to personal growth."

A long case of 15 years of a changing marriage makes up the last third of the book. It is a fascinating real life story that involves several marriages, the wife's emotional breakdown, the favorable use of marijuana by the husband, sexual exploits by both outside of their marriage, and the eventual becoming loyal to each other.

After much therapy, crises, trial and error relationships, this couple decided there is only one control they would put on each other; "We will not have love affairs with other people. Rogers sort of apologizes for their arrival at this agreement. There are some excellent psychological observations on the use of mental illness by the wife in the case, the use of marijuana by the husband, the importance of individual development in and through the growth and security of the marriage.

The conclusion of this book deals with the

meaning of permanence, enrichment, communication, flexible roles, sharing and becoming an independent self, in and through marriage. Since progress in every scientific field has been based on experimentation, Rogers analogizes that experimentation in new forms of married life is needed. "In this book we see what a vast laboratory is being conducted by our young people. Unheralded and unsung, exploration, experiments, new ways of relating, new kinds of partnerships are being tried out; people are learning from mistakes and profiting from successes. They are inventing alternatives, new futures, for our most sharply failing institution, marriage and the nuclear family. Adults are so frightened of change that we see an enemy – in every bed. We pass laws and ordinances to kill this budding promising laboratory – these evolutionary experiments are fortunate for our cultural life – we desparately need a revolution – in living partnerships and family life" Rogers claims he is non-judgmental in evaluating the new freedoms in establishing families; but his biases are transparent. Most references to laws, controls, religion are negative. However, in every case that Rogers describes, including his own marriage, breaks in loyalties that produced trouble; when the partners resolved their problems, met each others needs, then the loyal, monogomous satisfying traditional marriage relationship eventuated. Rogers obviously selects cases that meet his bias: that rebellion is essential to maturity.

It has been my experience that individuals and couples change through professional counseling, through association with empathic friends and lovers, through religious experiences, through useful work experiences, through improved health, through personalized education experiences, etc. To imply that only counseling and sexual experimentation are the ways people mature is a deceiving aspect of this book.

College and marriage counselors are aware of the new attitudes of sexual freedom, and will find Rogers' cases to be fascinating. His interpretation of the data and trends will be questioned by many who work with couples who do not escape to communes, who choose to be employed and who struggle with adapting to themselves and their mates while they work out the problems that might have driven them into the miseries of pre-marital, extra marital, homosexual or divorce relationships.

The format of this book is different from Rogers' other books, in that he uses interviews and selected case history materials, rather than therapy material for his data. The main contention of the book is to bring into the open the trend toward trial marriages, sexual permissiveness, extensive divorce, alternatives to formal marriage arrangements.

In his conclusion, Rogers goes beyond the confines of marriage and applies his client centered principles not only to marriage and its alternatives, but also to all levels of education, government, education for parenthood, group therapy for all couples and families. The book would have had more focus without this last chapter.

It is difficult to see this book being used as a text. It will be most appreciated by counselors working with young clients who are increasingly experimenting with intimacy, with or without marriage. It will help with dynamics but not with methods. Rogers again consistently applies his viewpoint to a major trend in human relationships the world over.

Quotes

Man is defined as a human being and woman is defined as a female. Whenever she tries to behave as a human being she is accused of trying to emulate the male.

Simone de Beauvior

Beneath the reassuring tones of the politicians . . . is the pervading feeling that there simply are no alternatives, that our times have witnessed the exhaustion not only of utopias, but of any new departures as well.

SDS Charter
1962

The mass of men lead lives of quiet desperation. What is called resignation is confirmed desperation. . . . A stereotyped but unconscious despair is concealed even under what are called the games and amusements of mankind. There is no play in them for this comes after work. . . . Yet they honestly think there is no choice left. But alert and healthy natures remember that the sun rose clear. It is never too late to give up our prejudices.

Thoreau
Walden

The "advanced thinker" would insist that sexual morality is a private matter. And so it is when it goes on behind closed doors. But the permitters are not satisfied with that. They do not want merely the freedom to talk to one another of prurient subjects in the vulgar vernacular, or to watch blue films, or to practice sexual tricks, or to display themselves to one another privately in erotic splendor. This they can already do among like-minded company on private premises. What they want is for the public to take notice. They want their books and posters and magazines and displays out on the streets, in the cinemas, in the theatre, and in the mass media.

Ezra Mishan
Harper's
July, 1972

Is knowledge knowable? If not, how do we know this?

Woody Allen

Large numbers in a highly idealistic generation joined the Peace Corps and Vista, tutored slum children free of charge, and volunteered to campaign on behalf of antiwar politicians. . . . There developed a general mood of alienation from adult values, and concern over what they saw as the injustices and growing regimentation of present-day life.

U.S. News and World Report
Aug 9, 1971

"Man in the twentieth century is not a creature to be envied. . . . Overtaken by doubt of human purpose and divine purpose, he doubts his capacity to be good or even to survive. He has lost certainty."

Barbara Tuchman
The Saturday Review
Feb. 25, 1957

Western man has purchased prosperity at the cost of a staggering impoverishment of the vital elements of his life – the capacity for genuine revelry and joyous celebration; and fantasy – the faculty for envisioning radically alternative life styles.

Harvey Cox

It is, in fact, nothing short of a miracle that the modern methods of instruction have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wrack and ruin without fail.

Albert Einstein

Most of what is presently happening that is new, provocative and engaging in politics, education, the arts, social relations (love, courtship, family, community) is the creation either of youth, who are profoundly, even fanatically, alienated from the parental generation, or of those who address themselves primarily to the young.

Theodore Roszak
The Making of a Counter-Culture

'Something is happening here, but you don't know what it is, do you, Mr. Jones' – Bob Dylan
Now is a terrifying and disconcerting time for Mr. Jones. A new culture and people are bursting forth from his own seed, flippantly ignoring or brutally attacking the most basic precepts along which his life has always been planned. Only ten years ago he was so confident that an all-American, stainless steel, tail-finned Utopia was just around the corner . . . Even sincere adults in America are finding themselves unable to understand what is making the cutting edge of contemporary youth reject their socialization so vociferously. . . ."

The Personnel & Guidance Journal
May 1971

But I reckon I got to light out for the territory ahead of the rest, because Aunt Sally she's going to adopt me and sivilize me, and I can't stand it. I been there before.

Huckleberry Finn

The future plans of young people today are of deep concern—to parents, teachers and counselors, the nation, and even, occasionally to the young people themselves. With the job market constantly changing—in many areas virtually disappearing—Impact has chosen to look more closely at how adolescents actually express their interest in their school-oriented present and the vocationally-oriented future, and if, in fact, they see any relationship between the two. Based on data appearing in the Report of Poll 94, Purdue Opinion Panel (1972), this article examines: the ways in which high school students see themselves as academic performers and as potential members of the work force; their attitudes and work values; and their vocational plans for the post high school years. Interpretation of the data is solely the responsibility of the author, and does not necessarily express the views of the Purdue Opinion Panel, other members of the Impact staff or the CAPS Center.*

*Erlick, A. C. Vocational plans and preferences of adolescents. *Report of Poll 94*, the Purdue Opinion Panel, Purdue University, 31(2), 1972.

I'm Sixteen & I Want to Be uh.. Rich and Famous!

Implications of the Purdue Opinion Poll Report No. 94

Ken Aptekar

The cry during the 1960's was for more teachers, more engineers, more research scientists. So our young college-bound people heeded that cry and flocked to these professions. But where are they today—these bright, young, trained, willing professionals? They are unemployed, or at best, underemployed—working as cabbies, clerks, waitresses—through no fault of their own. Manpower projections accurately expressed a need, but could not anticipate a large-scale fiscal crunch at both the federal and local levels of government.

Are we heading down yet another garden path? For the past decade, we have advocated higher education as the means to a rewarding career, and have worked diligently to make college attendance a reality for literally millions of young people who, previously, would not have considered it even a remote possibility. If education, per se, is intended as a desirable goal, that is one thing; if, however, it is intended as the gateway to high-status, meaningful employment, we may be doing many young people a great disservice.

future workers, male and female
want job security, a chance to grow, and a high salary
but they are not interested
in assuming responsibility or leadership

First, if we place a premium on college education and the jobs for which it makes people eligible, what does that do to the 55% of high school youth who do not plan to attend college? What happens to their self concept if we make college education a sine qua non for "success?"

Second, if, in fact, the 45% who plan to attend college, do, what kind of job satisfaction can they hope to achieve when, according to the Bureau of Labor Statistics (April 3, 1972), only two out of ten jobs available during this decade will require a college Education? What happens to the self-actualization of those who will obviously be underemployed?

How can we, as helping professionals, assist students to look realistically not only at themselves but also at the project manpower requirements of the nation? How can we encourage realistic vocational planning in an effort to make personal priorities coincide more adequately with national needs?

The Purdue Opinion Panel Poll No. 94 has sought to provide a survey instrument through which students in Grades 10, 11 and 12 might take an objective look at themselves and their goals, and relate their school experiences to future work areas. The assumption underlying the emphasis on current work habits is that they are an indicator of the level at which high school students choose, or are best able, to work. While most students see their work habits in a positive light, almost one-fifth of the stratified sample (2,000) admit that they stop doing school work when it gets too long or too difficult. While over half (57%) appear to function at high or above-average levels in school work habits, there are still 43% whose work habits must be considered poor. If self-concept is largely defined by how we see ourselves as successfully-functioning beings, then it becomes apparent that over 40% of our high school youth have inadequate self-concepts. When work habits were compared with responses to other questions in the survey, the various groupings (High, Above Average, Below Average, and Low) differed substantially in most of their responses.

High Group students (those with effective work habits) tend to be girls with college-educated fathers. They have

good problem solving skills, with their greatest ability in the areas of science and human relations. They are deeply concerned about vocational decision making, and express a desire for a job in which they can grow. Above average students are only somewhat concerned about vocational decision making, and below average students are most concerned with receiving high pay on whatever job they have. Low Group students tend to be boys whose fathers are poorly educated. Their problem solving ability is low, their educational plans are uncertain, but they are not

students do not want
to relate their in-school work habits
to experiences beyond the school

much concerned about making vocational decisions, and, like the Below Average Group, they also want high pay on their jobs. It would appear that the poorer the work habits, the greater the importance placed on monetary return for

future employment. This is astoundingly unrealistic!

The survey sought to establish the possible existence of patterns between school work habits and paid employment outside the school. Only 42% of students surveyed do work for pay; 18% of these tend to be Below Average boys in Grade 12, working 16–40 hours per week, who are not even sure they will complete high school. They are, however, interested in attending technical school, which appears a realistic goal since their greatest ability lies in the mechanical sphere. Oddly, those who work between 26–40 hours weekly report their school work is always neat,

well-organized and on time, yet they also report they cannot concentrate on their work, they need to be prodded and they quit doing school work when the going gets rough. While it is certainly conceivable that students who work longer hours are better organized, it is also possible that these students may have either misinterpreted the questions or deliberately sought to "upgrade" their image by responding in what they considered the most highly-acceptable manner. These students, who express doubts about completing high school despite their interest in future technological training, have very little counselor contact—once or twice a year, or perhaps none at all. Yet this would seem to be a group of students whom the counselors should make special efforts to reach. If the students are hopeful of pursuing post high school education, they should be encouraged to obtain their high school diplomas to make future attendance more readily possible.

At the other end of the "counselor contact" continuum are those students from the High Group who not only expect to go to college but expect to pursue an advanced degree. These youngsters made at least five counselor contacts during the year. While it is certainly desirable for these college bound hopefuls to seek time with a counselor, it would seem more desirable for counselors to spend more time with possible dropouts. With the rather sharp reversal in the potential need for college-trained people, the counselor must help all students make more realistic preparation for the future.

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Of those students planning non-college post high school training, more than half are girls. Of those planning to go from high school directly into the work force, more than half are girls. These students have parents who, themselves, tend to have little education and whom the students often feel are unable to help them with their own problems. Reasoning ability tends to be low, grades average, and job interest, clerical. They prefer "safe" rather than "risky" work, and are generally conservative in their attitudes. It seems that girls planning to go to work right after high school are following a pattern established by their parents and likely to be perpetuated by their own daughters, unless someone can act to break the chain. Counselors must make a great effort to involve these students and their parents in methods of problem solving, decision making, and perhaps above all, self-understanding.

There is a sizable group of students (18%) whose post high school plans are very indefinite. While they expect to graduate, they are both undecided and unconcerned about vocational choices. They seem to feel that whatever guidance they are currently receiving is totally ineffective. Their interests lie in non-technical and service areas. At a time when the expressed manpower needs are for professional and technically-trained persons, more than one-fourth of our high school graduates have occupational plans for the future which make them largely unemployable.

Counselors and staff have an enormous responsibility to become thoroughly familiar with manpower needs, to make their students aware of those needs, and to work with parents and students to make their goals realistic in terms of those needs. There seems little point in encouraging high

a strong relationship exists between
students' self-reported high school work habits
and their future plans

school graduation merely for the ostensible satisfaction of hanging a diploma over the mantel. We are already turning out enough unemployable graduates. How can we urge youngsters to stay in school when they see their graduated friends walking the streets or working in car washes?

Our work seems cut out for us. We need to keep kids in school, but we need to make those years worthwhile. It is necessary to learn reading and arithmetic, but it's just as necessary to learn how to establish and reach personal and vocational goals. Without such ability, life is static, aimless, and certainly without hope of improvement.

A profile emerges which suggests that our future workers, male and female, want job security, a chance to grow, and a high salary, but they are *not* interested in assuming responsibility or leadership. These values are incongruent: it is difficult to see how people can expect high pay when they are unprepared and unwilling to assume either leadership or responsibility. Here again, realistic aspirations must be encouraged, lest we fine ever-increasing number of people who are frustrated without even knowing why!

The profile further suggests that, Women's Liberation notwithstanding, most young people seem to have differentiated work preferences, with females generally preferring "safe" work under direction while males tend to prefer competitive, selfguided work. Whether these attitudes reflect the socialization process or biological and/or sexual differences, we can probably assume that, other things being equal, available employment of each type will continue to find corresponding types of employees. What we also see is the influence of the father's educational level, income, and attitudes on the high school youngster, and his own vocational preferences. The offspring of poorly-educated fathers lean toward physical labor, whereas the offspring of college-educated fathers, tend to prefer mental work, once more perpetuating a pattern. (We can see that, hard as it is to obtain the services of plumbers and electricians today, if we continue to cram young people into college curriculums in the years ahead it will become even more of an impossibility. We may find ourselves, unless we stem the tide, all highly-educated, but groping our way toward the outhouse by candlelight!) If attitudes which accompany the pattern are positive, then no harm is done; however, if attitudes are resentful, then anger and frustration on the job ensue. Fathers should convey their own feelings about their work in a way that will enable the child to make genuine appraisals about the type of work in which the father engages. The father should be encouraged to see his child realistically, encouraging him to raise his sights when that seems feasible from both an ability and attitude point of view. Here, again, the counselor needs to become involved not only with the youngster but with the family as well, in an effort to see the student and how he functions academically, as well as the family and at what level they function. Only then can he help the student and his parents to set educational and/or vocational goals which are commensurate with reality.

> both white and non-whites
> show similar patterns
> in their hopes for the future

Racial differences are minimal in regard to student expectations. Both white and non-whites show similar patterns in their hopes for the future—in their anticipated level of education, their work attitudes and preferences, and their occupational choices. Hopefully, as employment patterns change, opening up wider opportunities for non-whites, less frustration will occur among non-whites, since their goals and possibilities will be more congruent. It may also be that as more non-whites are employed in lieu of whites, the latter will find a need to sharpen their own skills lest they, in turn, become the embittered and frustrated group. No longer will the marginal employee necessarily be the minority employee; in fact, with employers trying to comply with urgings to hire the nonwhite worker, those whites with least skills may surely be the first to go.

In general, a strong relationship exists between students' self-reported high school work habits and their future plans. Those students who function well are most concerned about their vocational decisions, perhaps reflecting their many alternatives as well as their ability to see the need for future planning. At the opposite end of the spectrum, those students who function poorly are least concerned about making vocational choices, perhaps because they lack alternatives and are thus unable to see any purpose in making plans.

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> by candlelight

Despite the fact that over half the students function at levels above average, students generally do not want to relate their in-school work habits to experiences beyond

the school. This attitude may indicate the low relevancy which adolescents feel education has for real life. It may also be that, because almost half of our high school students acknowledge that they do not work well in school, they refuse to accept any connection between success in school and success at work. To do so would be a severe blow to their self-esteem and an indication of future failure on the job.

With the future needs moving toward more technically and professionally trained persons, the emphasis on college education will surely diminish. The lowered birth rates

over the past decade or so has brought about a decreased growth rate among youth entering the labor force, which, in turn, should lead to improved employment prospects during the years ahead. There are, however, increasing numbers of females entering the work force and planning to remain there for longer periods of time than previously. Unless opportunities continue to expand for females, they will, like non-whites, become increasingly bitter and frustrated with their limited horizons.

What, in summary, can we, as helping professionals, do to encourage young people to plan more effectively for their own futures in ways which are consistent with their abilities and, at the same time, with projected manpower needs?

1. We can help students develop better school work habits, since, in large measure, their self esteem seems to reflect the way they function in school.
2. We can become acquainted with the most recent manpower reports as well as with local employment conditions, continually updating this knowledge, in an effort to present a realistic labor picture to our students.
3. We can encourage more students to become technically trained in broad areas, in order to be more widely employable in the years ahead. We can, at the same time, raise the image level . those who work in semi-skilled and unskilled jobs in an effort to make those jobs less unattractive to the many young people whose lack of ability and/or training will equip them for nothing more.
4. We can work to involve more families in the decision-making process, in an effort to help them to see their youngsters more realistically, thereby being better able to accept their limitations or, on the other hand, to encourage them to raise their expectations.
5. We can expand our effort in counseling of girls, understanding that current trends indicate the likelihood that many of them will remain in the labor force long after they marry and have families. While their job interests generally differ from those of boys, their attitudes and values are similar, suggesting that girls need to make realistic self-appraisals, as do boys, if they are going to be satisfied on their jobs.
6. We can, and must, deemphasize the "magic" heretofore inherent in a college education. While broad education is always worthwhile, it is no longer the open sesame to status positions at prestigious salaries. It is the training that matters, and that does not always come with a degree. This concept is particularly important as applied to the disadvantaged who have entered college in huge numbers, in full expectations that graduation will automatically ensure them of high-paying jobs with open-ended futures.

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In our age of increasing technology, our manpower needs call out for well-trained people in a multitude of job areas. Let us pledge, as we look to a new year, to work with our young people in a giant effort to help them see those needs, see themselves, and decide how they can most successfully relate their own abilities to the job needs of the future.

Games are with us from infancy. They especially mold our ability to relate to other human beings. We gurgle uproariously at peek-a-boo, and learn who we can trust. We learn who's selfish when the ball and its owner leave the game; we perceive who is brave and who is foolhardy, which people think and which plunge without a care for following rules. We learn to take turns, choose partners, gain power or just plain have fun.

A game, like life, is a moral exercise—an interplay of choice and chance. If we can master games, we're on our way to schematizing the more serious aspects of what we do and become.

In our summer issue of *Impact* we presented "The High School Game," a format for examining current youth attitudes toward the traditional school structure.

Adult games, and other gaming techniques, encompass role playing, simulation, communication and feedback techniques, decision-making, strategy planning and consciousness raising. Their purpose, after all is said and done, is to learn about life and, in some cases, to have fun!

Thus, we present you with a time-tested game from England's Age of Reason—a clever way for reasonable men to play. (Women too can now play the game and all can profit from its life advice.)

The New Game of Human Life, abridged herein, was published in London according to Act of Parliament July 14, 1790 by John Wallis, No. 16 Ludgate Street and E. Newbery, the corner of St. Paul's Church Yard. At the time of its publication, the following justification for its being was given:

The UTILITY and MORAL TENDENCY of this GAME

If Parents who take upon themselves the pleasing Task of Instructing their Children (or others to whom that important Trust may be delegated) will cause them to stop at each Character and request their attention to a few moral and judicious observations, explanatory of each Character as they proceed & contrast the happiness of a Virtuous and well spent life with the fatal consequences arising from Vicious and Immoral pursuits, this Game may be rendered the most useful and amusing of any that has hitherto been offered to the Public.

DIRECTIONS for PLAYING

This Game may be played by any number of Persons at a time; but care must be taken, that each player make use of a different mark to move with and be provided with at least twelve stakes each, and agree how much to value them per dozen.

Dice or spinners may be used to determine the amount of spaces each player moves in turn, although it is interesting to note that in the original version the following notice was found: "It is necessary to inform the purchaser, the Totum must be marked with figures 1, 2, 3, 4, 5, 6 and to avoid introducing a dice box to private families, each player must spin twice which will answer the same purpose. Players cannot stop at any of the seven ages; but must proceed as many Points beyond, as they have in coming to them. Yet as they may spin at first two Sixes, and consequently would go on to 56, which would be improper, those who have this chance at first, must content themselves with going to the Historian at 26."

Materials Needed

Totum (Dice or Spinner with numbers 1-12)
Marks (Playing Pieces—a different one for each player)
Stakes (At least 12 for each player)

THE NEW Game of Human Life

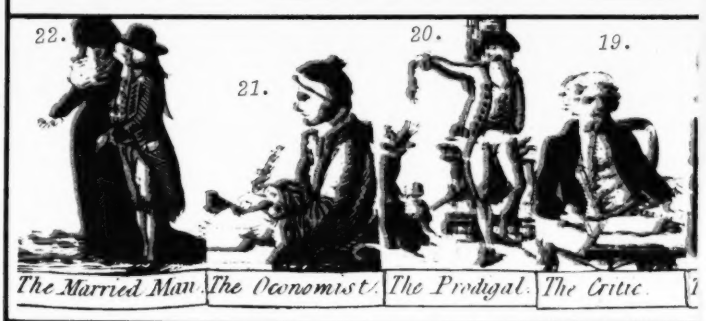
LONDON.

Entered at Stationer's Hall.

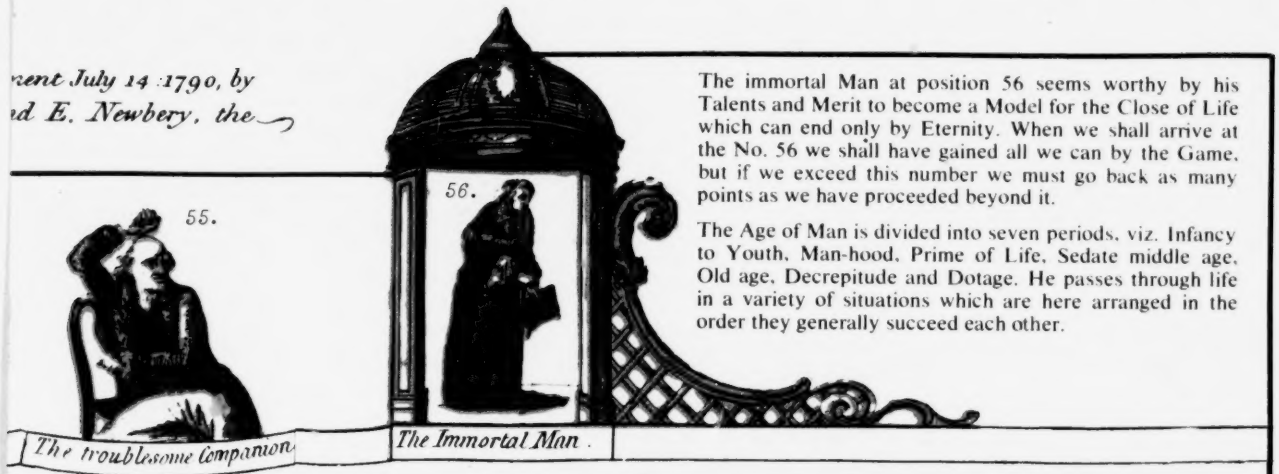
Published according to Act of Pa
John Wallis, N.o 16, Ludgate Stree
Corner of St. Paul's Church Ya

Rules of the Game.

7. Pay 1 stake and remain 2 rounds without spinning.
10. Receive 2 stakes and proceed to 35, the place of the patriot.
13. Pay 1 stake and proceed to the songster at 25.
15. Pay 2 stakes and return to take the place of the boy at 3.
17. Remain and let others play until another comes to take your place. Then go back to the place of your liberator.
19. Pay 4 stakes and go back to the careless boy at 5.
22. Receive 2 stakes for wife's portion and go to be a good father at 36.
27. Pay 2 stakes and go back to the mischevious boy at 4.
29. Pay 4 stakes to other master of your art and begin the game again.
34. Go to 52 and amuse yourself with the joker.
38. Go to 55 to find the quiet man.
42. Pay 2 stakes and go back to the child at 2.
45. Receive 2 stakes and go to amuse yourself with the merry fellow at 53.
47. Pay 2 stakes and go back to the obstinate youth at 11.
49. Receive 1 stake and let each of the others play one round.
51. Pay 4 stakes and go back to the malignant boy at 6.
30. Go to the place of the immortal man at 56 and win the game by succeeding him.

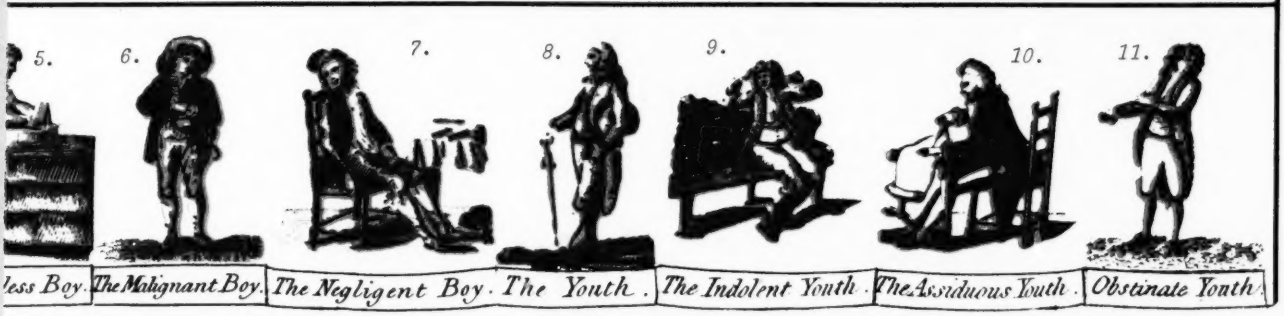


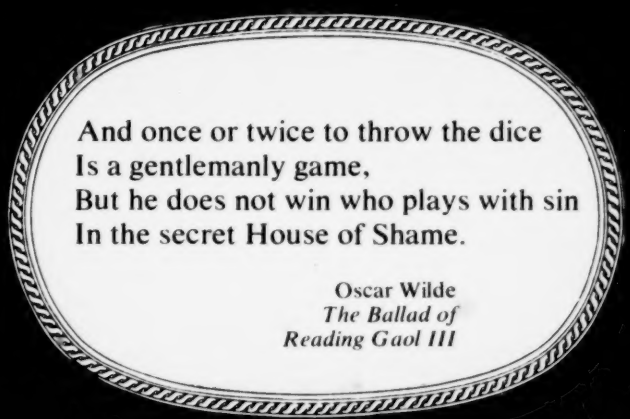
...nent July 14 1790, by
...d E. Newbery, the



The immortal Man at position 56 seems worthy by his Talents and Merit to become a Model for the Close of Life which can end only by Eternity. When we shall arrive at the No. 56 we shall have gained all we can by the Game, but if we exceed this number we must go back as many points as we have proceeded beyond it.

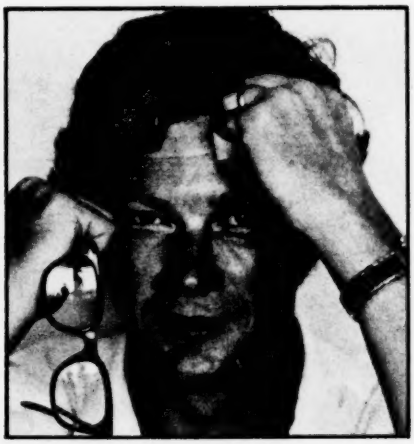
The Age of Man is divided into seven periods, viz. Infancy to Youth, Man-hood, Prime of Life, Sedate middle age, Old age, Decrepitude and Dotage. He passes through life in a variety of situations which are here arranged in the order they generally succeed each other.





And once or twice to throw the dice
Is a gentlemanly game,
But he does not win who plays with sin
In the secret House of Shame.

Oscar Wilde
The Ballad of
Reading Gaol III



Nancy and Jane with more on David and the Strong

Impact is pleased to present Nancy Schlossberg's and Jane Goodman's rebuttal to David Campbell's reaction to "Imperative for Change: Counselor Use of the Strong Vocational Interest Blanks" (*Impact* Vol. 2, No. 1, pp. 26–31). We invite your response to their debate. Can the SVIB be made more adequate and if so, what actions should counselors take to assure its adequacy? What do you think?

Rebuttal

We don't want to "behead the messenger or desex the Strong," as David Campbell suggests. We acknowledge that men's and women's differential treatment in this society has resulted in different interest patterns. We are not holding the Strong accountable if the revision continues to be a disservice to both sexes.

We are aware of the tremendous work David Campbell has done and is doing on the Strong. We meant no insult by our single sentence concerning his revision but we frankly are concerned that the revision might not do the trick. The revision collapses the two forms and changes some items, but does not provide for new norm groups. Why can't there be two norm groups for every occupation with scores for men and women on both? Or why not develop norm groups containing an equal representation for both sexes? Whichever way empirically turns out to be best, the point is that a good revision requires new norm groups. For example, a woman veternarian should be able to compare herself to male, female, or veternarians in general, rather than just to male veternarians. Or to take another example, a male nurse might have more in common with other male nurses or nurses in general, than with female nurses.

We naively thought that David Campbell would see the suggestion to pressure the publisher as one which would be to his advantage. More pressure might result in more money which might result in a more complete revision which would include new norm groups.

Even though we do not agree with everything David Campbell says, he says his say brilliantly and charmingly. Believe it or not we agree with many of his comments and congratulate him on his tireless efforts. We simply want to help keep him on the path of righteousness.

ARE YOU A

1

Your guidance program was an old as Methuselah, and you just weren't reaching young people. But then you read *Impact* and become acquainted with alternative strategies which touch the needs and mood of youth. **Move up 1.**

2

When you are introduced at a party as a helping professional, someone asks you about his low back pain. You and your host recognize the obvious need for more accurate communication of your image. *Impact* will save you hours of ponderous journal reading in the area of role and function. **Move up 2.**

3

The sexual explosion has blasted its way into the media—but you still wonder how to counsel people on those personal aspects of their behavior. *Impact's* issue on the counselor and human sexuality (No. 4) would show you how to overcome those barriers that separate you and your clients when questions about sex arise. **Move back 1.**

4

A high school senior, college bound, really wants to putter with engines. You are able to provide him with concrete facts about vocational training because you've read about such resources and program plans in *Impact*. **Move up 2.**

5

A returning Vietnam veteran tells you he's had it with the college scene. You call him a 'cop-out' and show him the door. If you had read *Impact's* article on the returning GI, you would know of the frustrations and concerns of our veterans. **Move up 2.**

6

You and your colleagues nod in agreement that there is not enough time to read many of the new materials coming out. If you subscribed to *Impact*, you'd have read a great condensation of Dr. C. Gilbert Wrenn's new book, *The Contemporary Counselor and His World*, before it came off the press! **Move back 1.**

WINNER'S CORNER

How you play the game is important, but the BIG difference between winning and losing is having the right resources and implementation strategies at your fingertips.

Impact is resourceful, readable and targeted to problem solving. It's packed with innovative ideas and tested techniques that can assist you as a helping professional in bringing the best results to the clients in your setting.

Impact features adoptable practices and instruments, in-depth interviews with well known professionals, tidbits from the underground press as well as government and academia, and ideas that bring out the pleasure in your work.

Impact now appears six times a year for the incredibly low price of $6.00. So if you're not already a subscriber, order now on the special coupon below.

WINNER?

START

1

As a counselor in a school system, you'd like to make "every kid a winner." So you read what Leon Lessinger has to say about accountability in *Impact* (Vol. 2, No. 3). **Move up 2.**

Yes! I want to be a winner! Please send me Volume 2, Number 1-6 of *Impact* for only $6.00!

Name _____

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Subscription paid ☐ by me ☐ by my institution

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(Make checks payable to The University of Michigan)

Mail to: CAPS Publications, 2108 School of Education, University of Michigan, Ann Arbor, MI 48104.

Exemplars

Dealing With Aggressive Behavior

What is 'aggression'? To the tired taxpayer, it's the vandalism of a protest out of control. To the football coach, it's the fighting in the locker room after the game—instigated by the losing visitors, of course. To the doves, it's the U.S. bombing of innocent civilians in South Viet Nam. But ask any teacher, counselor or principal, and he will describe it in terms of the playground pugilist, the class disrupter, the lunchroom cut-up, the hall terror.

Actually, all of these behaviors may, quite properly, be termed "aggressive" in that they cause harm to people or objects. Such overt behavior, however, is generally symptomatic of underlying problems. To understand aggressive behavior, it is necessary to ask two basic questions: What problem is the aggressor attempting to solve through his deviance, and why has he chosen to solve it in this manner?

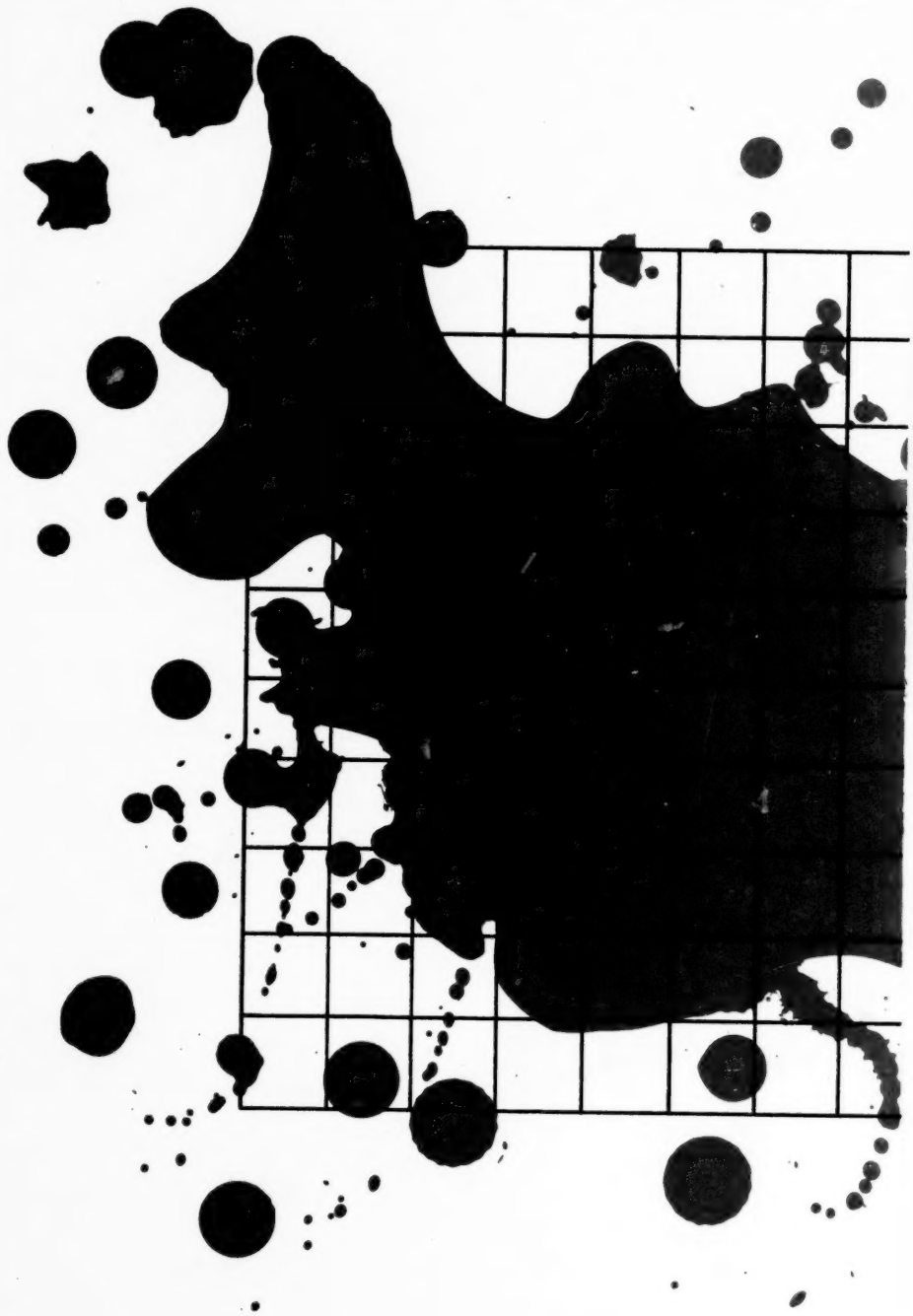
While extensive research has been and continues to be done on the causes of frustration, little has been done in the area of specific curriculum materials to prepare students to recognize the forms and sources of aggressive behavior, its causes and consequences, and ways to overcome it. To meet this need, a cooperative effort was launched under Title III, ESEA by the Lakewood (Ohio) City Public School System, the Educational Research Council of America, and the State of Ohio Department of Education. Together they have compiled a series of teacher and student guidebooks titled *Dealing with Aggressive Behavior*. Volumes designed for Grades 7 and 8 are available at this writing. Volumes for Grades 1–3 and 4–6 will soon be published. (For further information on future releases, write Dr. Ralph Ojemann, the Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113.)

Purpose

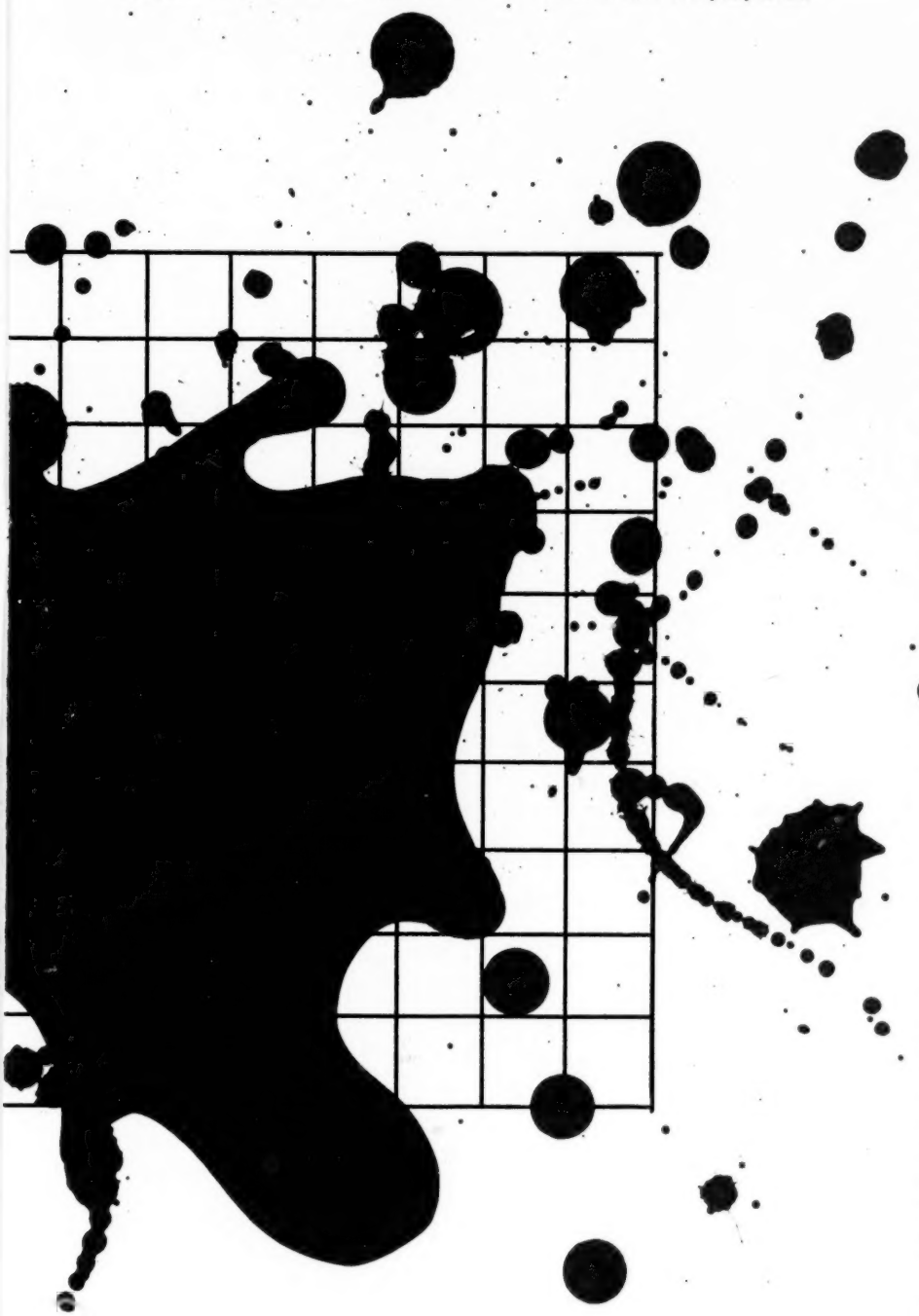
The intent of *Dealing with Aggressive Behavior* is to encourage each student to analyze the underlying causes of various forms of aggressive behavior, consider their consequences, and decide upon viable alternatives. The program emphasizes that a person's actions must be discussed in terms of causes, rather than in terms of the teacher's cultural ethic, because those actions culturally acceptable to the teacher may be unacceptable to the kids and they will tune out if the teacher is biased against accepted experiences prevalent in their culture.

The goals of the curriculum materials in the Manual are:

1. To assist students in understanding the human motivations underlying



behavior, and especially those which cause people to behave aggressively.
2. To help students realize the nature of frustrations, the sources thereof, and constructive methods for resolving them.
3. To help students understand that there are many alternative ways of responding in a particular situation.
4. To provide students with some guidelines for determining which behaviors are constructive and which are not.
5. To assist students to learn to make decisions in terms of the effects of various courses of action on both themselves and others.
6. To help students understand the nature of aggressive behavior and the forms it may take.
7. To help students become more aware of the effects and alternative actions available to them when they feel like harming others or destroying property.
8. To help students learn to apply their knowledge about behavior and constructive methods for resolving problems in their everyday lives.



It is recognized that, as the student learns about behavior management and realizes his own immaturity, he may develop insecurities and feelings of self-deprecation. To this end, it is stressed that the teacher's behavior toward the students is an important factor in helping them understand behavior patterns. The teacher must show that he "practices what he preaches," that he tries to look beyond the behavior, to the causes, before he deals with it. The program, then, follows the causal approach to behavior, emphasizing that "if a child lives with (it), he learns to understand himself as well as others."

Teacher's Manual

The Teacher's manual contains an extensive introductory section which discusses the nature of aggressive behavior, the structure of the material and the way in which it can best be utilized. Five specific units are devoted to: (1) A Profile of Behavior and Aggression; (2) Youth in Confrontation; (3) Vandalism; (4) Protest; and (5) Why Violence? A brief glossary is appended. Each unit contains a rationale; learner objectives; enrichment teaching materials and their availability; a supplementary reading list; and content pages with objectives and their appropriate learning activities. The learner objectives may be utilized as suggested, modified by teacher and class, or discarded completely and replaced by new ones developed by teacher and students. In the latter event, the group will need to devote a lot of time to working out new learning activities and obtaining enrichment materials.

Each unit calls for a pre- and post-test to determine whether or not learner objectives have been met. No specific test is included, rather, the suggestion is made that "any form which can help the teacher to obtain a reasonably reliable indication of what students think and feel may be used." They may take the form of pencil and paper tests, student participation in class and/or small group activities; development of decision-making skills as well as ability to think critically on social issues; tolerance toward opinions of others; self-control in conflict situations; and ability to think rationally and logically.

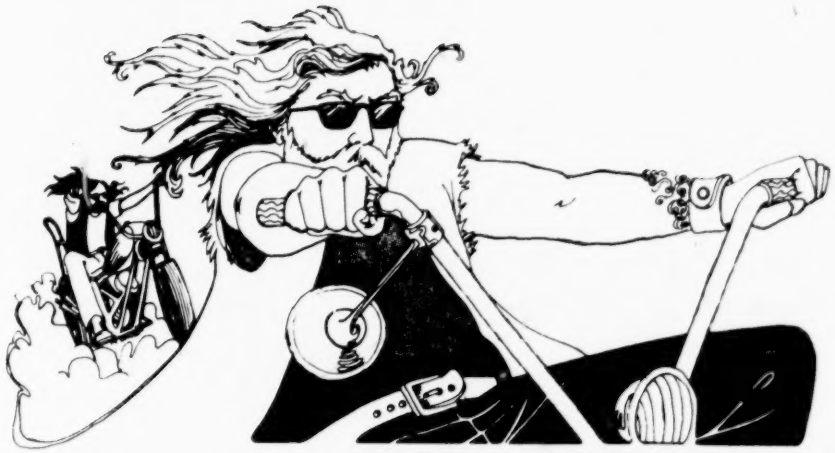
If the program has a deficiency, it is probably the complete lack of any test examples. It seems too much to expect a teacher to make valid subjective judgments before and after each unit and for each member of the class. Even though the suggested number of participants is between fifteen and twenty, there is too much reliance on teacher time and perception. If, in fact, the teacher must observe initial behaviors, it seems apparent that the program cannot be started until well into the school term.

To help the group experience genuine life situations, the teacher should be alert to current happenings in the school or com-

munity upon which learning activities may be built. As a guide to planning, it is suggested that the first unit be allocated between 15 and 20 class periods of 45 minutes each. It is anticipated that the remaining 4 units can be covered in 8 or 10 similar class periods. It can be seen, therefore, that a minimum of 5 weeks must be appropriated for coverage of the material. The program might best be designed as a major portion of a term course in guidance class or a daily homeroom, or, in abbreviated form, as a unit in contemporary problems in a social studies class. The primary concern would probably be in trying to cover all units adequately, since, barring a particularly uninspired teacher or class, the topics lend themselves to open-ended discussion. Devotion of a daily class period for the necessary length of time is difficult in these days of curtailment of non-academic pursuits. If time is critical, it might be more advantageous for the teacher and class to select one aspect of the program which is particularly pertinent to the group, and pursue that area as thoroughly as seems useful. The introductory section and Unit 1 should also be covered prior to coverage of any additional unit. Study of a single unit might also make it more feasible for the school to rent or purchase the extra film materials as added stimulants to participation. While the program focuses specifically on 'aggressors,' it is felt that all students can benefit from the learning experiences by gaining "an understanding of human behavior in general and concepts of aggressive behavior in particular."

Frustration is knowing none of the answers.

As with all learning experiences, there is much preplanning which should be done by both teacher and students. First, the group should decide upon the validity – for them – of learner objectives. Second, they should select those activities which will best enable them to accomplish their objectives. Third, they should accumulate supplementary materials by checking their library system as well as libraries in the community and nearest university for free or low-cost film materials.



Illustrations courtesy of the Educational Research Council of America

Student Book

The Student Book parallels the Teacher's Manual very closely, and is written in language geared to the comprehension level of seventh and eighth grade students. Each unit contains a reminder, in bold print, of the need to understand behavior before being able to deal with it. To this end, the student is directed to ask himself, "What feeling or need is the person trying to work out and why did he go about it as he did?" Some exercises may be appropriate as class undertakings, some may be done in small groups, and some may not be used at all. The point is that enough alternative activities are provided to permit flexibility within the given structure so each student can gain understanding through experiences he is best able to handle.

Supplementary Materials

The Teacher's Manual lists suggested activities, together with specific content and supplementary materials for each learner objective. References to games or simulations are also included. Each objective has, as a final activity, a check point to determine whether or not the student shows understanding of the stated objective. Activities may be undertaken in a wide variety of ways, including bulletin boards, role-playing, small groups, games and simulation, interviews, lectures by the teacher or outside persons, open-ended stories and analyses of presented situations. (The teacher needs to do background reading prior to embarking on a unit because no factual information is presented.) The program seems, rather, to structure thinking about behaviors, feelings and alternatives. Since facts are necessary to logical thinking, teachers should have such backup facts available. Examples might be the damage costs of vandalism at school or in the community during the previous year and who pays for it, or the local laws pertaining to the topic at hand – picketing, assault, sit-ins, or property damage.

A delightful adjunct to the program – and in a much lighter vein – is a small pamphlet called "Frustration Is –." Prepared as a supplement to the program, it is specifically designed for use with Unit 1, "A Profile of Behavior and Aggression." A series of eight cartoons, similar to those created by Schultz with his 'Peanuts' characters, the pamphlet visually presents some adolescent frustrations to serve as a springboard to group discussion.

The following is excerpted, with permission, from the Teacher's Manual as well as the Student Book, in order to indicate the actual format, the possible variety of activities, and the way in which the volumes work together:

React!

If you have an alternative view, a comment, a criticism, or a compliment, let us hear from you. Your feedback on our articles and ideas, your direct experience and insights, can lend an added impact to what we present. To react, write: *Impact*, P.O. Box 635, Ann Arbor, MI 48107.

MUSEUM'S "THINKER" TOPPLED BY BOMB

"Museum's 'Thinker' Toppled by Bomb" was the front page headline of a Cleveland newspaper on March 24, 1970. At about 12:40 A.M. on that day a blast, heard for two miles, occurred in the University Circle area of the city. Police cruising in the vicinity heard the explosion and rushed to the scene.

They quickly discovered that someone had placed a length of pipe filled with explosives at the base of "The Thinker," a statue created by Auguste Rodin (Row DAN), which stands in front of the Cleveland Museum of Art. The Police determined that the bomber had lit the 10 foot fuse – the kind that burns at the rate of one foot in 45 seconds – and knew that he had seven minutes to get away before the bomb went off.

The hollow bronze statue was placed in front of the museum in 1917. It attracted countless thousands of visitors over the years. The value of the statue, one of only 25 or 26 full-scale copies of "The Thinker," was estimated at between $50,000 and $100,000.

In mid-July of 1970, museum officials announced that they would probably not repair the statue, since it could not be put back in its original condition. At that time, police were still looking for the vandal.

1. What do you think may have been the needs of the bomber which led him to blow up the statue?
2. Why might the bomber have used this behavior to satisfy his needs?
3. How do you think he felt when he did it?
4. How do you think he felt about it three months later?
5. What do you think were the feelings of the museum officials on March 24, 1970?
6. How do you think people reading about the damaged statue felt?
7. What do you imagine the people who view the damaged statue think?
8. How do you feel about acts of vandalism such as this?
9. How do you think you would feel if vandalism like this happened to something belonging to you or your family?

OBJECTIVE 4. After completing this unit the student will show his understanding of "Vandalism" by his ability to describe and analyze the effect of the vandalism on the person committing the act, the person on whom the act was committed, and others.

ACTIVITY	CONTENT	MATERIALS
1. Gather news articles.	1. Students can bring news articles to class which deal with vandalism and its effects. Individual or group reports on the items could be presented to the class. A bulletin board display might be made of the items following discussion. Some questions to consider for discussion of the items follow: a. Who was affected by the vandalism described in the news article? b. Why were they affected? c. How did you feel about the vandalism discussed in the news item?	1. News items from magazines or newspapers
2. Read and discuss "Museum's 'Thinker' Toppled by Bomb."	2. In this activity students have the opportunity to react to an incident of vandalism that made headline news. Perhaps some of them have seen the damaged statue and could describe the vandalism in more detail. Other students may have knowledge of similar vandalism in which an entire community was affected. The activity could help the class see that vandalism affects the vandal, the person whose possession was damaged, and sometimes many other people.	2. "Museum's 'Thinker' Toppled by Bomb," page 76 of Student Book
3. "Whom Does It Affect?" page 78 of Student Book	3. The brief paragraphs deal with incidents of vandalism and their effects. Using the questions in the Student Book as guidelines, small groups of students could analyze the situations and report to the class how they view the effects of vandalistic acts.	3. Read and discuss "Whom Does it Affect?"
4. Construct a questionnaire to be used in an opinion poll	4. Students could devise a questionnaire dealing with attitudes, knowledge, feelings, and the effects of vandalism on the person committing the act, the person against whom the act is committed, and others. The questions in the survey could relate to vandalism in the community, the nation, or the school. Multiple choice, agree-disagree, or "yes" and "no" questions could be used because they are easier to tabulate. After the answers have been obtained from both teachers and students, they could be analyzed. The results of the survey could make an interesting item for the school newspaper.	4. Paper and Pencil

WHOM DOES IT AFFECT?

An act of vandalism is described in each of the paragraphs below. As you read the paragraphs, consider these questions:

1. Why do you think the vandalism occurred?
2. What might have been the needs of the vandals?
3. Who is affected by the vandalism described?
4. How do you feel about the acts of vandalism?
5. How might adults react to these acts of vandalism?

Students and faculty entered their junior high school building on Monday morning and discovered that vandals had been at work over the weekend. Damage was done to office equipment, chairs were slashed in the teachers' lounge, fire extinguishers were emptied, and paint was splattered on the walls of the art room.

A boat carrying passengers makes several daily sightseeing trips. A game called "overpass" has forced the owners of the boat to cancel trips at certain times of the day. It seems that when students are going home from school they throw rocks down on the boat from the bridges above. Most of the observation windows in the boat have been broken and one girl on the boat was seriously injured by a rock.

References

Olweus, Ralph (Dir.) *Dealing with Aggressive Behavior*. Educational Research Council of America, Rockefeller Building, Cleveland, Ohio 44113. Teacher's Manual, $2.55, Student Book $.85. "Frustration Is –" $0.10. (Order from above address.) Also available on ERIC Microfiche. ED 061 521 $0.65 (For ordering instructions see page 51).

Surveyor

Counselors View Goals, the Future, and Themselves

(Part I of a major Impact Survey to identify objectives and possibilities in guidance)

by Mary Anderson

Part I of *Impact's* major survey is based on the responses of 270 people randomly selected from the APGA mailing list. Seventy-seven percent of those surveyed returned the questionnaire.

In future issues of *Impact*, Surveyor, basing its reports on this major study, will present findings on such topics as testing and the issues and concerns facing APGA members.

The first major report of this survey looks at four demographic variables:

Sex
Age
Work Setting
Income

Three topics are examined in relation to these variables:

1. Perceived professional involvement in reaching broad counseling objectives
2. Predicted areas of expansion and development for guidance in the next ten years
3. Counselor attitudes toward work settings, services, colleagues and themselves

A 5-point Likert type scale was used to assess the respondents' involvement in four areas of vital concern to the profession:

1. Professional organizations
2. Legislative enactment
3. Community groups
4. Publications

Professional Involvement

Significant differences ($p < .01$) were found between the sexes in all four areas. As a group, men indicated a greater involvement in the four areas stated above. Their greatest involvement was with community groups (41%), next was professional organizations (27%), followed by publications (16%), with legislative enactment and lowest (12%).

Significant differences ($p < .01$) were also found when the four areas of professional involvement were viewed in terms of age, work setting and income.

The age variable proved most interesting with each age grouping "doing their thing" professionally.

The 18–25 year olds "dig" legislative enactment while the 35–49 year olds prefer professional organizations. Community groups receive the services of the largest number of 50–64 year olds while publications are the forte of the 65+ age group. (We wonder what's happened to the 26–34 year olds – if you know where they are, let us know.)

In terms of work settings, the majority of our population were found in either secondary schools or colleges and universities. Statistical differences are reflected in only these two groups, hence we shall deal with them exclusively.

Both groups indicated their greatest involvement was with community groups; professional organizations, publications and legislative enactment, respectively, were their other areas of involvement.

With regard to income, we found that those earning $11,000–15,999 were involved in all four aspects of their profession.

Professional Involvement: Summary Statement

Men earning between $11,000 and $15,999 working in a secondary school or college or university setting are most involved in activities of concern to their profession; however, the focus of this involvement appears to vary with age.

Future Areas of Guidance Expansion

Impact asked each respondent to rank order those areas of guidance that they thought would be expanded and developed within the next ten years. The list included individual counseling of all types, group counseling of all types, financial aid, job placement, administration-supervision, teaching, research, community outreach, testing, class scheduling, consulting, innovative practices, and publications. The first three priorities were then compared with the variables of sex, age, work setting, and income.

Although both men and women indicated that group counseling is the practice most important to the future, significant differences ($p<.01$) were found between the sexes. Sixty-two percent of the women emphasized group counseling as compared with 47% of the men.

The number two choice, individual counseling, was significantly more positive ($p<.01$) for women (49%) than for men (40%).

The third choice, consulting (with parents, staff, other professionals, and/or other professions) was rated higher ($p<.01$) by women (43%) than by men (40%).

Significant differences ($p<.01$) were also found when the top three priorities were compared with age. The 18–25 year olds most favored group counseling (80%); with the 50–64 year olds following second (59%) and the 26–34 years olds ranking third (56%).

The 18–25 year olds were also most in favor of the second ranked priority—individual counseling (73%), with the 50–64 year olds following second (45%), and the 35–49 year olds ranking third (44%). It is interesting to note that only 13% of the 18–25 year olds viewed counsulting as a career with a brilliant future. (Anyone care to hazard a guess as to why?)

In terms of work setting, secondary school personnel were more supportive of all three priorities than the college or university personnel.

In terms of income, students responded far more favorably (65%) to group counseling practices, while the $8,000–10,999 group were 61% in favor of individual counseling practices; all three income groups of $11,000–15,999; $16,000–20,999; $21,000–27,999 were between 43% and 47% in favor of consulting practices.

Future Areas of Guidance Expansion: Summary Statement

While it is agreed that the three most highly ranked priorities for development are group counseling, individual counseling, and consulting, women more strongly support these developments. Differences in the degree of support appear to vary with age, income, and work setting.

Counselor Characteristics

Some of the most interesting findings appeared when we asked our respondents about their perceptions of counselor influence, tolerance, manner of functioning, academic aspiration and response to the needs of special groups. Again these issues were examined in terms of the four demographic variables: sex, age, work setting and income.

A 5-point Likert scale revealed that a significantly higher number of women ($p<.01$) felt that counselors are influential in making decisions and setting goals in their institutions. Moreover, women tend to feel that counselors are appropriately active and aggressive within a given professional situation. However, men perceive significantly higher morale ($p<.01$) due to respect and support accorded counselors in the community.

Generally, women view counselors as more tolerant of the problems and constraints of other professionals who share their client population, as well as more tolerant of the needs of people who may be very different from themselves.

(continued next page.)

independent influential prepared

While women gave counselors higher experience and tolerance rankings, men indicated they were more concerned with and positive about counselors functioning as autonomous professionals who design broad programs for their client populations. Men were more assured ($p < .01$) that counselors function independently and are primarily responsible to themselves and their clients—not administration—for the quality of their work. Also, men perceived that counselors respond to their clients more by organizing and designing total programs than by intervening in crises.

In the area of preparation, both men and women feel that colleges and universities do not prepare them adequately for the work they actually do.

When questioned on counselor response to the needs of special groups, men perceived significantly higher ($p < .01$) counselor response to the unique needs of females, counterculture youth, and minority groups.

Age was a significant variable in relation to counselor characteristics. The 18–25 year old group feel that counselors have greater influence in institutional decision making, as well as appropriately active or aggressive behavior, followed by the 50–64 year old group. The 35–49 year olds rated highly support and respect for counselors from the community, followed by the 50–64 year olds, and thirdly by the 26–34 year olds.

In the area of tolerance, the 50–64 year old group indicated that most positive ratings, while the 35–49 year old group followed a very close second indicating that counselors were tolerant of other professionals who share their clients, and people different from themselves.

Two groups rank highest on manner of functioning, the 18–25 year old group and the 35–49 year old group. Both view counselors as functioning independently of administrative control, maintaining high standards of quality in their work, and responding to clients by designing total programs, rather than by responding only to individual crises.

The 35–49 year old group valued most highly university counselor preparation programs; the 18–25 year old group ranked second highest and the 26–34 year old group third.

In all three items assessing counselor response to the needs of special groups, women, counterculture and minorities, the 50–64 year old group ranked highest, followed by the 35–49 year old group.

When work setting was compared with these variables, it was found that both secondary school and college or university personnel respond similarly within one or two percentage points to the issue of counselor influence in institutional decision-making, appropriate behavior, and the support and respect accorded them by the community.

Moreover, these was similar agreement between these two work settings when compared with the items assessing counselor tolerance of other professionals and the client population.

Significant differences ($p < .01$) occurred between college and university personnel and secondary workers with regard to counselor autonomy. University personnel feel more independent (84%) while 52% of the secondary people feel counselors are controlled.

Both groups feel counselors are involved in broad programmatic design to meet the needs of their client populations.

Secondary school personnel feel that counselors are better meeting the needs of females (59%) and the counterculture youths—(38%). However, 52% of both groups feel that minority groups are getting adequate counseling.

In terms of income, the $16,000–20,999 group perceives greatest counselor influence (85%) and tolerance (89%) while the $21,000–27,999 follows second (37%—influence, 73%—tolerance).

Again there is a split when comparing the income variable with perceived manner of functioning. Both the $11,000–15,999 group and the $21,000–27,999 group feel most counselors are autonomous and interested in broad programmatic design to meet their client needs.

The $8,000–10,999 (39%) group and the $11,000–15,999 (40%) group perceive academic institutions as most satisfactorily preparing counselors for the work they will do.

Finally, the $16,000–20,999 and the $21,000–27,999 group most strongly (56%) feel that the needs of special groups are being met by counselors.

Counselor Characteristics:
Summary Statement

Perceptions about counselors in regard to their influence, tolerance, manner of functioning, academic aspirations, and response to the needs of special groups generally differed significantly among respondents grouped in terms of four demographic variables: sex, age, work setting, and income. Areas of agreement proved to be far fewer than those of disagreement. Points of consensus were as follows: sex and the need for more counselor preparation; work setting and counselor influence, tolerance, and meeting client needs; and income and the perception of academic institutions as most satisfactorily preparing counselors for their work.

The Legal Rights of Secondary School Children

Charged with an Act of Delinquency or Violation of School Laws

by Paul Piersma. 51 pp. $3.00.

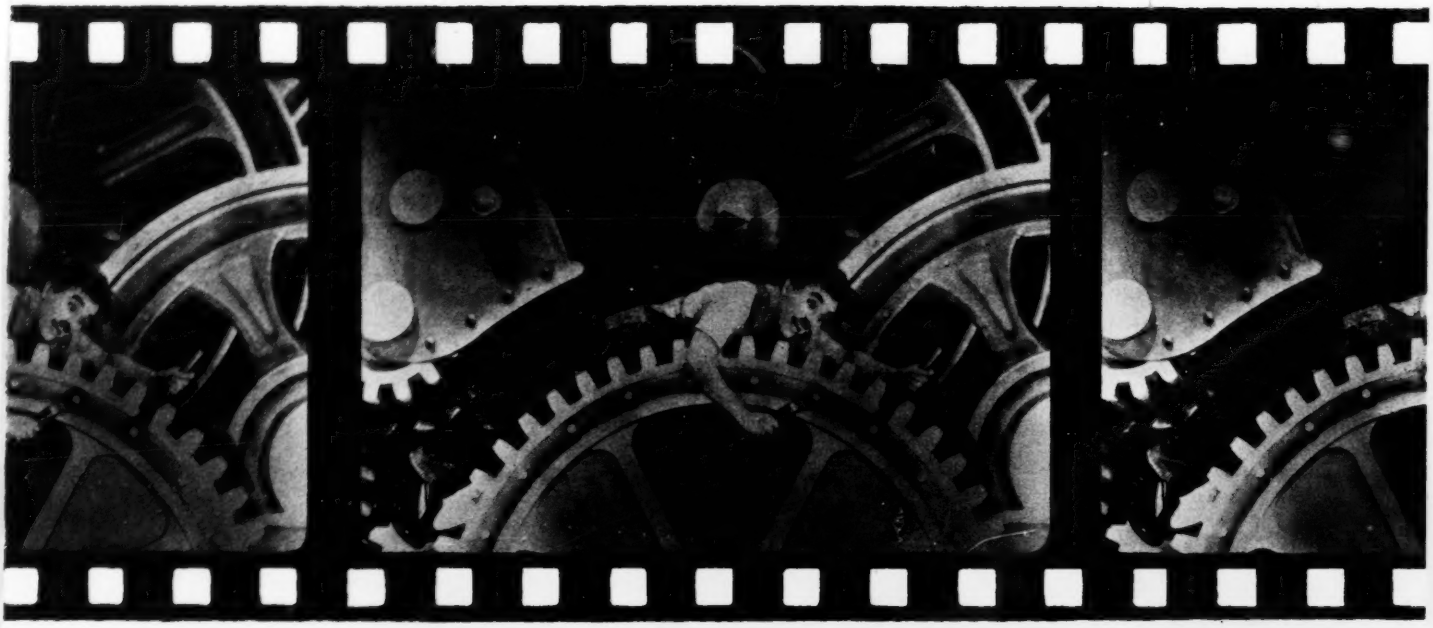
The ERIC/CAPS Center is in the process of developing detailed and interpretive materials which focus on the informational needs of helping professionals. **The Legal Rights of Secondary School Children** is one of these important resources.

Written by Paul Piersma, the associate director of the National Juvenile Law Center, this monograph takes you through the legal precedents and actual cases which have led to revisions in the treatment of juvenile cases. This paper also articulates problem areas—in the courts, the schools, the detention centers—and suggests ways in which counselors, teachers and other school personnel may deal with truant, incorrigible or otherwise problematic children in a fair and rehabilitative way.

This monograph features a highly applicable student bill of rights by attorney Ralph Faust, Jr., also of the National Juvenile Law Center. This bill of rights can help schools implement policies which will afford students more consistent treatment for offensive behavior.

A comprehensive listing of legal precedents, books, journal articles and special reports relevant to the topic of secondary school students' rights is also included.

To order this monograph, send $3.00 by check or money order (payable to The University of Michigan) to: ERIC/CAPS—Legal Rights Monograph, 2108 The School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104.



THE VOCATIONAL GUIDANCE MACHINE: TIME TO OVERHAUL?

The National Advisory Council on Vocational Education was created by Congress through the Vocational Education Amendments of 1968. It is composed of 21 persons, appointed by the President, from diverse backgrounds in labor, management and education. It is charged by law to advise the Commissioner of Education concerning the operation of vocational education programs, make recommendations concerning such programs, and make annual reports to the Secretary of Health, Education, and Welfare for transmittal to Congress.

The Sixth Report, completed in mid-1972, contains recommendations for improvement of counseling and guidance services which the Council feels are not keeping up with the latest developments in the educational system. Expanded counselor attention is needed in vocational education and the increasing variety of new career opportunities which do not require a four-year college degree. This report is the result of numerous hearings and meetings conducted over a one year period by the Council's Committee on Counseling and Guidance.

Responding to the Report, the complete text of which follows, are William Bingham, Lawrence Davenport, and Norman Gysbers.

How do you feel about the 6th Report of the National ***Advisory Council on Vocational Education? Write Impact*** *and let us know your feelings, ideas and reactions. Also, feel free to react to the reactions.*

The prime legacy being left to today's youth is the certainty of uncertainty. The major thing youth knows for sure is that change is coming—and at an increasingly rapid rate. Change in the nature of occupations, in skill levels required for job entry, and changes in work values. They are being told that their prime goal must be one of adaptability—of being able and ready to change with change. We have assured them that, on the average, they may expect to change occupations somewhere between five and seven times during their working life.

Society has told youth they should want to work and should endorse the work ethic. But the work values of young people in this post-industrial society are not, and should not be, the same as their parents. Youth understands that we have now moved into an era where this country produces more services than goods—that increasingly, machines produce products, and man provides services. But how is a young person to plan his future so as to provide the greatest possible service to his fellow man while deriving personal satisfaction for himself?

Most youth understand full well that education is the key ingredient in preparation for employment. We have passed on to youth the false societal myth that a college degree is the best and surest route to occupational success—and then cautioned them that less than 20% of all occupations existing in this decade will require a college degree. Youth has been told that many more should enter vocational education, but have never been provided with the hard facts that would give them a reasoned basis for choosing to do so.

Given this "adulterated" view of the future and its prospects, coupled with the true complexity of society, is it any wonder that:

- Over 750,000 youths drop out of high school each year?
- Over 850,000 drop out of college each year?
- Fewer than 1 in every 4 high school students is enrolled in vocational education?
- Record number of high school graduates are enrolling in college during the very time when unemployment among college graduates is at a ten-year high?
- The ratio of youth to adult unemployment has risen each year since 1960?
- Student unrest is a strong and pervasive force among both high school and college students?
- Over 75% of all community college students are enrolled in the liberal arts transfer program while less than 25% ever attain a baccalaureate degree?
- 38% of all Vietnam Veterans are enrolled in vocational programs, while 60% are enrolled in 4-year college programs, in spite of the limited prospects of jobs for college graduates?

Youth who are unsure about the future are bound, to some extent, to be unsure about themselves. The American cry for "freedom of choice" carries a very hollow ring for those whose choices have never been made clear.

The Current State of Counseling

Sixty-four years ago there were no counselors. Today there are more than 70,000.* The counselor-pupil ratio in public schools was cut in half between 1958 and 1968. It has declined only a little since then. Professional standards have been raised across the board. There is a growing abundance of better research-based counseling tools. The number of colleges and universities training counselors has doubled in the last 15 years. Nineteen federal education and manpower programs enacted since 1960 have called for counseling and guidance services. On the surface, counseling and guidance seems to shine.

When we look beneath the surface, the status of counseling, in practice, looks shaky and shabby. The following observations summarize some concerns of the Council:

- Counselors and counseling are being subjected to criticism by other educators, parents, students, and industry, and there is validity in this criticism.

*47,000 are school counselors. Student-counselor ratios: Secondary school level, 475:1. Elementary school level, 3,500:1 or 6,300:1 outside Standard Metropolitan Statistical Areas (SMSA).

Stills from Charlie Chaplin's *Modern Times*, 1936.

- Some national authorities have recommended elimination of elementary school counselors.
- Numerous school boards have reassigned counselors to full-time teaching duties as "economy" measures.
- The Veterans Administration has removed the "request for counseling" question from their Application for Educational Benefits form.
- Adult and community counseling agencies are still nonexistent in most parts of the country.
- Employment Service and vocational rehabilitation counselors are evaluated in terms of numbers of cases closed rather than quality of service provided.
- Counselors are much more competent in guiding persons toward college attendance than toward vocational education.
- Job placement and follow-up services are not now being routinely provided as an important part of counseling and guidance programs.
- There is a need for the counselor-counselee ratio to be improved in the poverty pockets of the United States.
- In almost no setting is the counselor-counselee ratio low enough to justify strict one-to-one counseling, but counselors still persist in their attempts to use this technique, rather than group counseling approaches, as their primary method of helping people solve their problems.
- Most counselors know very little about the world of work outside of education.
- Counseling and guidance services are being rejected by the hard core disadvantaged as irrelevant and ineffective.

This negative picture is intolerable. A society with an increasing rate of change creates problems for its members, and must accept responsibility for helping individuals solve their problems.

Who Is Responsible?

Those who work as practitioners in any field are, and should be, held accountable for both its successes and its failures. There is no doubt that a portion of the responsibility must be placed on counselors themselves. However, there are others who must share the responsibility for providing sound counseling systems for the various publics to be served. Counselors have been more victims than villains, in this sorry scenario. Who else is responsible?

The answers, we think, are many:

- School administrators who assign counselors clerical and administrative chores rather than leaving them free to do their professional work.
- Parents who pressure counselors to help students gain college admittance and criticize counselors who try to help students study opportunities in vocational education.
- State departments of education for not making paid work experience a requirement for counselor certification.
- Counselor education institutions which make only one course in occupational guidance required in the graduate programs of counselor preparation.
- The United States Congress which has called for counseling and guidance in 19 laws, but in no law now on the books has provided specific funds to support it.
- The business and industry community for criticizing counselors rather than mounting forward-looking programs designed to upgrade counselor knowledge regarding the world of work.
- Administrators of vocational education for being unwilling to use as much as 4% of their financial resources in support of counseling and guidance services.
- The many agencies of government which employ counselors, for failing to unify requirements for counselors.
- Professional guidance associations which have not effectively made their voices heard among the decision-makers of our society.
- Manpower experts for not collecting and disseminating accurate data to counselors regarding earnings of graduates from occupational education programs.

– Organized labor for being neglectful in establishing a closer relationship with education in general and guidance in particular.
– The individual counselor whose apparent concerns for those he seeks to serve have not been great enough to cause the counselor himself to cry out in protest and to struggle for improvement.

In short, there are few among us who can be said to be completely free of blame. Recognizing this, we call upon all to join together in a *total* effort to improve the quality and quantity of counseling and guidance services to all individuals – youth and adult – throughout the land.

What Must Be Done?

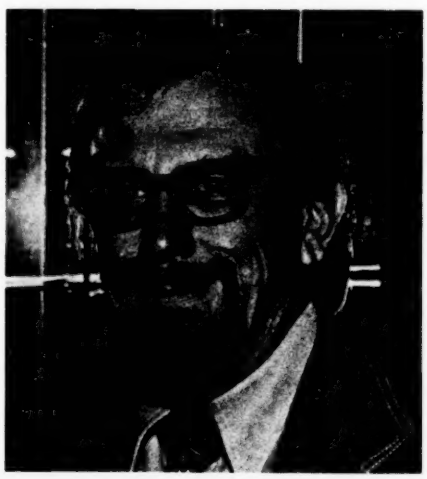
We see no magical solutions, but some reforms are obvious and urgent.

We urge and recommend that:

– State Departments of Education require work experience outside of education for all school counselors who work with students and prospective students of vocational education.
– Individuals with rich backgrounds of experience in business, industry, and labor, but with no teaching experience, be infused into the counseling system.
– Counselor education institutions require at least one introductory course in Career Education and at least one practicum devoted to an on-site study of the business-industry-labor community.
– Responsible decision-makers embark on an immediate major campaign designed to upgrade the vocational knowledge and career guidance skills of currently employed counselors.
– Decision-makers in education make extensive provision for the training and employment of a wide variety of para-professional personnel to work in guidance under supervision of professionally qualified counselors.
– Concerted efforts, including computerized guidance systems, be made to get more accurate, timely data to counselors regarding vocational and technical training and job opportunities.
– Increased efforts be made to improve sound counseling and guidance services to members of minority populations and other disadvantaged persons.
– Special efforts be made to mount and maintain effective counseling and guidance programs for handicapped persons, for adults, for correctional institution inmates, and for veterans.
– Community service counseling programs be established and operated throughout the United States.
– Immediate efforts be made to lower the counselor-pupil ratio in elementary, secondary, and post-secondary educational institutions to a point where all who need counseling and guidance services will, in fact, receive them, while simultaneously encouraging more guidance in groups.
– Job placement and follow-up services be considered major parts of counseling and guidance programs.
– Career development programs be considered a major component in Career Education, both in legislation and in operating systems.
– The United States Office of Education create a Bureau of Pupil Personnel Services that includes a strong and viable Counseling and Guidance Branch.
– The United States Congress create categorical funding for counseling and guidance in all legislation calling for these services.
– State Departments of Educational and local school boards initiate actions confirming their commitment to the importance of providing sound counseling and guidance services to all individuals.
– All those who now criticize counselors be charged with responsibility for making positive suggestions for their improved performance.

Our glory, as a nation, has been the multiplication and remultiplication of choice, but it will become our shame if we fail to help our people cope with choice. Counseling and guidance is imperfect, but it is our best device. It deserves the support and backing of our entire society. It has the support and backing of this Council.

REACTIONS



William C. Bingham is currently Director of the College Placement Services Institute at Rutgers University. He is the past president of NVGA and served six years as a member of the editorial board of Vocational Guidance Quarterly.

Of necessity, a document such as the *Sixth Report* of the National Advisory Council on Vocational Education is expressed in broad and general terms. That makes it, at the same time, easy to endorse but difficult to translate into concrete application.

It is heartening to find recognition that the burden of providing suitable guidance services is shared by many groups. Counselors sometimes find themselves in that most dehumanizing of positions – to be held accountable for events over which they have no control. The supportive effort to distribute that responsibility fairly is warmly appreciated.

Recommendations to increase funding, to improve professional preparation, and to extend services are also appreciated. It is a pleasure to endorse a call for increased use of computers in information storage and retrieval, upgrading of counselor skills, and particular attention for groups with special guidance needs, such as minorities, the handicapped, veterans, etc. All of these recommendations touch on matters of deep concern to most counselors. It is remarkable, though, that in this year, specific reference was not made to the unique vocational counseling needs of women.

It is also easy to endorse a call for expanded use of paraprofessional workers in counseling and guidance programs. However, it is not easy to be optimistic that it will actually come about. Paraprofessionals were not widely accepted ten or so years ago when the rapid emergence of new guidance services made it appear as if there would be a serious shortage of prepared workers. In the face of existing personnel surpluses, increased acceptance seems unlikely in the immediate future.

There is little question that the idea of work experience for counselors needs re-examination. Prevailing regulations have been the subject of much controversy. The NACVE recommendation, however, does not offer a satisfactory alternative. The suggestion that requirements for experience in the classroom be abandoned but experience outside education be required sounds like the substitution of one arbitrary credential for another, perpetuation of the indefensible practice of accepting preparation rather than performance as evidence of competence. The desirable state of affairs is to have counselors who are committed to helping young people develop and implement self-actualizing career plans and who are also accurately informed as to how to proceed in that endeavor. The process of acquiring those attributes should not be oversimplified. Inept application of past job experience to present purposes is possible regardless of the work setting in which the experience occurred. On the surface, it may seem logical that industrial experience will foster vocational guidance where teaching experience appears to have fostered educational guidance, but evidence of that relationship is lacking. One good way to accomplish the desired outcome is through carefully supervised preservice field work in both kinds of settings. That makes professional preparation very costly. The NACVE statement did not go far enough in support of field work.

Reduction of counselor-pupil ratio is an attractive prospect to most counselors. The possibility of offering more effective service is very inviting. So there is a temptation to endorse the NACVE recommendation, but this one also did not go far enough. The common (and erroneous) assumption that a uniform ratio can serve in all settings seems to be supported by this statement. An effective case-load ratio has to be viewed as a function of the purposes served in a particular program. A recommendation for an unspecified reduction in ratio is likely to be interpreted as support for the generally-accepted expectation that 300 to 350 students to one counselor constitutes a manageable case load. That may be functional in a typical suburban high school, but impossible under other circumstances. A recommendation to tie case load to expected outcomes would be more acceptable than the one in this report.

The *6th Report* laments the fact that many more people attend college than foreseeable labor market conditions demand. That fact is not necessarily cause for concern. To the extent that college attendance serves some self-actualizing purpose (vocational or otherwise) for individuals, it is to be encouraged. Those who attend because of misconceptions about occupational relevance are not making efficient use of personal resources or enhancing their own opportunities for career satisfaction. Contributing to such misconceptions, especially by counselors and other professionals, is

unforgivable and should be firmly discouraged. At least part of the time, though, what needs modification are public expectations as to the purposes of education rather than counselor practice. A choosing person is entitled to enter an expensive sequence of experiences even if it does not offer a vocational payoff to the community, but he should understand his own purposes.

One recommendation that is especially difficult to implement is the one related to "sound counseling and guidance services." A principal reason for difficulty is lack of agreement as to what is sound. Effective performance depends on cooperation among people in many specialties. When specialists have different impressions of what service is, and especially if those differences are unrecognized, effective performance can be hampered. Conversations between vocational educators and vocational psychologists often reveal that their respective definitions of guidance or of soundness are not the same. Sometimes the lack of similarity is not brought into awareness, and each misunderstands the other's intentions. Effort on the part of the Advisory Council to promote fuller communication and clarification of definitions, especially across concerned disciplines, would contribute immensely to attainment of their last recommendation: "All those who now criticize counselors be charged with responsibility for making positive suggestions for their improved performance." The Council's suggestions are positive enough, and their support of counseling and guidance is welcome. Their help is also needed in re-examining some fundamental assumptions in developing guidelines for the implementation of the recommendations.

Lawrence Davenport is currently Chairman of the National Advisory Council on Vocational Education. He is also the vice-president for Development at Tuskegee Institute and a consultant to the U.S. Office of Education.

The great waste of human talent wrought by failures in counseling and guidance has been a major concern of mine for many years. Almost every high school in the country now has a staff member called a "counselor." The counselor goes through various rituals. He gives tests. He places students in courses. He has long one-to-one talks with a few students. He may spend a great deal of time discussing colleges with the more academically successful students in the school. All this I call the "form" of counseling. But, what about the function? What is the purpose of a counselor supposed to be? I hold that the only reason for the existence of a counselor is to help students. If the needs of students are not being served, the counselor is a failure no matter how he claims he spends his days.

Alas, by this yardstick, most of our counselors are failures. I have worked with young people in various projects around the country and was particularly involved in minority youth counseling at the University of Michigan in Flint. Time and again I found that these students had received little, if any, counseling in high school and the advice they had been given was often poor. The students felt that their counselors were often more interested in keeping the school running smoothly than in helping students. Square pegs were forced into round holes, and heaven help a triangle. Compounding the problem is the basic ignorance on the part of most counselors concerning the world in which the vast majority of people work. They do not know about careers and they do not know about career training programs. The academic world is the only world most of them have ever known and they concentrate singlemindedly on placing people in four-year college programs. In fact, most of those who are called "counselors" should actually bear the title "academic advisor." Too often they measure their success by the number of students who enter baccalaureate programs. They may or may not be serving well that 20% of the population that goes on to complete a four-year college program. What about the other 80%? What are counselors doing for the vast majority of our students?

The National Advisory Council on Vocational Education's *Sixth Report* contains many suggestions that would help improve counseling and guidance in this country. Among the most crucial are those recommendations which pertain to the retraining of counselors now in the field and the alteration of requirements for becoming a counselor. The first recommendation is a work experience requirement. Every counselor must have some personal experience in the world of work. There is no substitute for the sense of reality, the sense of proportion that a real work experience can give someone who has spent most of his or her life in an academic environment. Counselors should have a gut level feeling of what it means to work for a living in the real world. I believe some way must be found to bring people with a great deal of experience in business, industry and labor into the counseling system. They represent a vast untapped resource for helping our young people. The local guidance counselor should be in the forefront recruiting men and women from private enterprise to talk with students, inviting them to their place of work and arranging cooperative work-study programs. Models for this

sort of cooperation do exist – most often they have been started through the initiative of private business rather than the schools. Counselors should know how to organize these programs, and the representatives of business, industry and labor should become a regular part of the counseling system.

This brings me to a failure that is even more intolerable than that of counselors themselves – that of the training institutions. The counselors, after all, are not free agents. They are often trapped in school systems which value smooth functioning far above helping students, and which burden their counseling staff with enormous loads of administrative duties. I found it hard to believe, when it came to light during our investigation, that most programs designed to train counselors require only one course in vocational guidance, and more often than not, the person teaching the course has no work experience. Most counselor training programs are designed and run to perpetuate ignorance in the area most vital to most students: career development. Every guidance counselor should have an extensive training program in career choice and career development. Many of these courses should involve work experience and be taught by people who know the world of work, not by Ph.D.'s in education. The crucial importance of vocational choice should be brought home to every prospective counselor.

Schools which have counselor training programs should begin, immediately, an extensive self-study to see how much their programs prize form over function. Are they teaching counselors to go through the motions or are they really preparing them to deal with the needs of students? These schools should also provide needed in-service programs for practicing counselors. Without systematic retraining of our current counseling staffs there will be no effective reform of the guidance and counseling system. It is the responsibility of all those engaged in the training of counselors to provide adequate in-service programs. Counselors, and the administrators to whom they report, must adopt a whole new vision of the function of counseling in the school. We must end the elitist system whereby only the college-bound are deemed worthy of a counselor's time, and install vocational guidance programs for all students. To do this, counselors must engage in in-service training and must keep their information and skills up-to-date.

Counselors lack information about careers and career development. They also lack knowledge and skills in using new counseling techniques. One of my concerns is the addiction of counselors to one-to-one counseling methods. For years, counselors have been whining that they cannot handle loads of 400 students per counselor. Yet very little has been done to develop new methods for coping with this problem. Perhaps counselors and counselor training programs could profitably spend time studying the group counseling methods which have proved so successful in drug programs and non-school family guidance centers. Perhaps what is called for is a little creativity and experimentation in dealing with a 400-to-one ratio rather than the continued teaching and use of individual counseling methods.

People want good vocational guidance for their children, for all children. Perhaps we need student and community input into the evaluation of counselors. Accountability must be built into the counseling system so that we will no longer find the vast majority of our students given faulty information or ignored altogether.

Counselors must be prepared to guide students into career fields that exist now and into career training opportunities that are just opening up. The projections of the Bureau of Labor Statistics show that 50% of the jobs in the next decade will require less than a college degree but more than a high school education. Many of these are well paying jobs in modern occupations such as health and medical services, jet aviation mechanics and computer technology. Counselors must keep abreast of these jobs and the training they require. High school counselors must keep in close communication with area community colleges and technical schools, which are expanding at a rapid pace. We found, in our investigation, that many counselors were unaware of training opportunities right in their own regions. Most community colleges provide strong one- or two-year vocational and technical programs, which qualify a student for actual employment in a technical field, and often present the student with the option of continuing his education to a higher degree in that field. In most states there are Area Vocational-Technical Schools which offer a wide variety of occupational training courses, varying in length according to job requirements. These programs are very useful for the student who has a clear interest in a specific occupation, or clearly defines talent or potential in a particular field.

Do you know what programs exist in your area?

Do you know about new federal legislation in this field? Community Colleges and other post-secondary occupational education programs will be greatly expanded under the Education Amendments of 1972. The bill amends the Higher Education Act of 1965 to include a new program for the establishment and expansion of community colleges. It authorizes $50 million for the coming fiscal year, $75 million for 1974, and $150 million for 1975. The bill also contains an Occupational Education Program which provides grants to states for the development and expansion of post-secondary occupational education facilities and programs. This is an extensive new program which involves curriculum development, teacher training, counseling programs and other services needed to provide high quality occupational training. The bill authorizes $100 million for 1973, $250 million for 1974, and $500 million for 1975. This is an addition to community college expansion.

Are you aware of your local manpower training programs, on-the-job training programs conducted in conjunction with private industry, apprenticeship programs, and community action programs which offer opportunities for occupational training? These programs, of course, vary from state to state and from community to community. Every high school counselor should be fully informed on all such programs in his region. Counselors must be concerned with student needs and up-to-date

career opportunities, job training programs, and counseling techniques. The public in general and students in particular are running out of patience with the current counseling and guidance system. The time for excuses has ended and the time for change has arrived.

Norman G. Gysbers is Professor of Education at the University of Missouri at Columbia. From 1926-1970 he was Editor of Vocational Guidance Quarterly. *He is the current president of the National Vocation Guidance Association.*

In recent years, counseling and guidance programs and personnel have been alternately supported and criticized. Most current Federal legislation on education and manpower emphasize and support the importance of counseling and guidance. At the same time however, the goals and activities of many counseling and guidance programs and the practitioners involved are being criticized for not adequately meeting the expectations of various consumer groups. The transmittal letter of the *6th Report* of the National Advisory Council on Vocational Education illustrates such criticism in its conclusion "that the general quality of counseling and guidance services today is greatly in need of improvement."

When I finished reading the *6th Report,* my first reaction was to say yes . . . but! Yes, there is a need to improve and extend counseling and guidance as in the case with all educational programs. Yet, it will require the efforts of all persons – counselors, teachers, administrators, parents, legislators. But in responding to the need for improvement, the recommendations offered by the report must be broadened and refocused. Space does not permit a reaction to every recommendation so I will touch on only a few.

1. While I support the need for work experience outside of education as it has been defined traditionally, I support even more strongly the need for organized programs to assist counselors to systematically experience the world of work during the school year and summers. Such experience will be meaningful as counselors work with all students, not only those in vocational education.
2. We need to move toward competency based certification for counseling personnel. This should remove distinctions between settings and focus our attention where it should be focused – the competencies needed to effectively work as counselors.
3. Too often, our response to new emphases or approaches in education is to add another course to the training program. While this is sometimes an effective strategy, I do not feel it is with Career Education. Since I view Career Education as a new and comprehensive organizer for total education, the entire preservice counselor education curriculum must reflect this emphasis.
4. I support the contention that job placement and follow-up activities are a necessary part of a guidance program. What is missing in the recommendation is support for linkage and follow-through activities. Job placement and follow-up is not sufficient unless they include developing necessary linkages among various agencies and educational settings and the follow-through support many persons need to make transitions from one setting to another.
5. Career development programs are described as a component of Career Education. This is an unfortunate use of the concept of career development. I feel that career development describes human growth and development and is not a descriptor of educational programs. More specifically, career development or life career development concepts, as I prefer to label them, form the foundation for Career Education.
6. I strongly support the need for US Office of Education leadership and legislative categorical funding for counseling and guidance. There is a critical need for a clear and substantial national priority that administers a systematic, developmental program of counseling and guidance to all in-school youth as well as to youth and adults already in the labor market who need training or retraining. The national priority should be embodied in federal legislation for counseling and guidance. Features of such legislation should include:
   a. requirements for state and local systems to develop annual plans (goals, objectives and activities) for providing counseling and guidance to all students and prospective students at all educational levels and for conducting annual evaluations of the results obtained.
   b. adequate leadership staff for counseling and guidance in the US Office of Education and state agencies for staff development, state and local program development and evaluation, curriculum materials development, student assessment methods development, and career orientation and exploration development.
   c. adequate leadership staff at the federal and state levels to permit close liaison and cooperation with other agencies, governmental and non-governmental, which have facilities, staff, interest, and action potential to enter into collaborative effort in expanding counseling and guidance programs to all youth and adults.

d. at all levels, the leadership staff for counseling and guidance must be involved in making the policy and management decisions which their leadership and work efforts are expected to implement.

Today as never before, we need a professional focus that will improve and extend counseling and guidance to better meet the needs of our consumers. The *6th Report* outlines the challenges that face us. We must respond not with counseling and guidance programs of the 20's and 30's but with programs for today and tomorrow. The concept of life career development offers a new point of departure for improving and extending comprehensive counseling and guidance programs. The traditional and currently popular formulation of guidance – guidance consists of three aspects, educational, personal-social and vocational – has resulted in fragmented guidance programs and the development of separate kinds of programs and counselors. Educational guidance is stressed by academic/college personnel, personal-social guidance becomes the focus and therefore the territory of mental health workers and vocational guidance becomes the arena of manpower/labor economists. Instead of talking about the three aspects of counseling and guidance, I advocate the use of the term career guidance. Career guidance, based on life career development principles, has the potential of removing these artificial barriers so that there can be a single unified approach.

Life career development concepts also serve as the body of knowledge from which the content of career guidance programs can be derived. Unfortunately, guidance has been conceived of as a service area by some that functions in a supportive way only. Using life career development concepts as a base, goals and objectives can be identified and programs can be developed and implemented so that career guidance becomes a major educational program. Finally and most importantly, career guidance programs based on life career development concepts provide a unified approach to meeting the guidance needs of all people, of all educational levels.

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Feedfore panel participants this month are:

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This month, *Impact* posed a double-barreled inquiry to several members of our *Feedfore* panel. Although the question was presented in two distinct parts, the responses grouped themselves into seven specific points, and it is in this way that we shall present them.

Question:

A recent NBC white paper focused on the dissatisfaction of many blue-collar workers who, despite their protected jobs, good pay, excellent fringe benefits and early retirement opportunities are unhappy with the endless tedium of what they do. Assembly-line workers in the automotive industry, because of the repetitive nature of their jobs, often find little or no satisfaction in what they do. They express the feeling that they have been dehumanized – for a price. They are angry at a society which seems to feel that men ought to be content if they have a well-paying job despite the fact that the job may make them feel less than whole. Many support men like George Wallace because he, alone, seems to respond to them as individuals.

1. What role should counselors play in responding, in both school and community settings, to this group of disaffected young and not-so-young people?
2. In what ways can the schools, particularly the high schools, work more effectively to prepare their graduates to experience more personal and vocational satisfactions, or to handle their dissatisfactions in ways compatible with good mental health?

1. Job expectations determine job attitudes.

Counselors should help students avoid developing false job expectations, and to select jobs which relate to their values, interests, and aptitudes. They should help students as well as adults see that change is acceptable if they are unhappy with their jobs. Guidance units should explore the concept of the "changing" world, together with routine jobs. Schools should give students as many life related experiences as possible so they can learn to make decisions on the basis of what they know about themselves. They need to learn about jobs, including boring ones, and those attitudes and skills needed to cope with them.

The counselor should furnish the information needed for reasonable choices among available job options. Students, in particular should be presented with a clear picture of the nature of blue-collar work, its benefits as well as disadvantages. People taking a job should first obtain a clear conception of what that jobs entails, so they do not feel the job is of little importance.

Personal satisfaction with a job is closely related to the worker's attitude toward the task he performs. Counselors need to help workers and prospective workers (students) develop attitudes toward their jobs which are consistent with their personal goals, aptitudes and abilities. Very often, counselors neglect working with such a "philosophy of work" when they talk with young people.

2. People need avocational as well as vocational interests.

Increased liberation from drudgery frees adults to see better ways of modifying their life conditions. Possibilities must exist for everyone to benefit from and take an active part in social and cultural development and life. Leisure opportunities should be explored early in life through school programs of recreation, art, music, literature, etc.

Counselors working with adults should seek an understanding of client needs and help them in their search of enjoyable leisure-time activities. Such pursuits can add to the enjoyment of some jobs and make dull ones more tolerable. Adult counselors should help dissatisfied people reevaluate themselves and encourage them to make new decisions regarding their lives. Adults should explore other occupations, avocations, hobby areas which might even be turned into profitable "sidelines," but most important of all for those entering middle and late middle age, they should be encouraged to review their past accomplishments as a way to bring meaning to their present lives.

3. Clients should be given the chance to make more informed vocational choices.

Despite current guidance efforts, many people still find jobs more by chance than design – jobs which often correspond more to proximity and immediate availability than to training and interest. Schools must work harder to help persons make rational job decisions so that their emotional as well as economic needs can be met – at least partially – in an occupation. Schools must place more emphasis on helping students obtain work experience that provides them with fairly accurate knowledge not only about jobs but about working conditions. Schools need to do a better job of emphasizing the importance not only of interest but of personality in job selection. Above all, counselors must refrain from imposing their own values and interests on clients, in both vocational and avocational areas.

4. The "total development" concept should be stressed in working with students.

High school counselors, in particular, forget the importance of developing the total student. They are too preoccupied with graduation requirements and credits. The student who is overly concerned with day to day repetitive school activities may be unable to relate what he is doing to the big picture. The counselor should help students develop a point of view toward work satisfaction in relation to what he wants to do, can do, and is likely to do. The role of the counselor should include an emphasis on the philosophy of jobs related to school activities, so the student can see the interrelationship between what he does in school and what he will be in a position to do on a job.

5. Counselors can be agents for social change.

Social conditions are generally lacking in supportive stimuli for the encouragement of individual responsibility which might lead to personal and social liberation from a locked-in "social set." Insofar as counselors help people discover and develop the potential within themselves to produce change, they can be agents for social change. Counselors can aid others, students as well as adults, to discover that they do have some power over their environments and that they can develop skills and attitudes that will enable them to have some impact in society.

6. The fields of education and guidance cannot provide complete solutions to work dissatisfaction.

Despite the fact that our labor force continues to grow, and that working conditions are vastly better than they were as recently as 15

or 20 years ago, job dissatisfaction still prevails. Solutions are going to have to come from just about all groups involved in the preparation for work and the work process itself. Those in education and guidance must be careful to emphasize this, to prevent the unreal expectation that education and guidance alone can modify, mitigate, or prevent social and economic problems.

7. Career guidance must be reemphasized as an affirmative force.

Career guidance, which lost ground during the '60's in the overall counseling process, needs a resurgence of research effort and a much better integration into the general educational process all along the line. It needs better substantive content, particularly in exposing more clearly the real-life work process. With the educational line becoming blurred between management and labor, and with the worker wanting a greater role in his overall work environment, endowment must be provided which will enable him to assume that role. The education and career guidance process, working together, can provide part of that endowment by making sure the young person has realistic work experiences during his student years. ■

Consultations

Dear *Impact*,

I am beginning a job as a junior high school counselor after working at the high school level for the past five years. When reflecting back upon my experiences in this capacity, one thing stands out most in my mind. Each year, as graduation day drew closer, my office became bombarded with many nearly panic stricken seniors who didn't know what to do with themselves after they left school. For some it was a choice between college or a job, for others the choice entailed what kind of a job, and for still others the dilemma involved possible marriage plans. I realized then, and still do now, that these are perfectly normal and healthy decisions that most young people have to make at this time in their lives, but what bothered me is that many of them made hasty decisions, only vaguely considering the various alternatives and their implications.

Seeing so many students make ill considered decisions that could have long range consequences makes me wonder if there is anything that can be done at the junior high school level that would facilitate better decision making. I am vaguely aware that certain guidance programs are attempting to help students develop decision-making skills but I really do not know what such programs entail or what materials, if any, are available. Thus I would appreciate your opinion on the need for such programs at the junior high school level as well as being directed to any helpful resources. Thank you in advance for your assistance.

Uncertain

Dear Uncertain,

We feel that your concern for your junior high school students is well justified, for today, with the increasing number of options open to people, decision making is becoming more complex.

Admittedly, as the number of available options increase, the better a person's chance to find satisfaction. But at the same time, increased alternatives make the task of deciding among them more difficult. There are more conflicting values, a greater number of variables to consider and an increased amount of information to acquire and evaluate. Despite this growing complexity and despite the vital importance of decision making, little attention is usually focused upon this process until an individual is faced with a major choice that may have far reaching consequences.

Do you have a problem you can't quite get a "handle on"? If so, why not write it up and let *Impact's* panel of experts help you solve your problem? Send to:

Impact/Consultations
Post Office Box 635
Ann Arbor, Michigan 48107

It should be noted that although the development of decision-making skills generally has no systematic place in our education system, we are currently beginning to see a growing recognition of the role that guidance can play in this area. A variety of programs have been developed that can be incorporated into existing guidance services or integrated into the school curriculum. Generally, such programs concentrate on helping students understand the process of decision making – how to acquire, explore and evaluate personal and environmental information, and develop effective decision making strategies. One example is a program entitled *Deciding* developed by the College Entrance Examination Board for students in grades 7–9.

It consists of a course of study that can be used in group counseling, group guidance and regular classroom sessions and covers the following content areas: identifying critical decision points; recognizing and clarifying personal values; identifying alternatives and creating new ones; seeking, evaluating, and utilizing information; risk-taking; and developing strategies for decision-making.

A variety of teaching techniques are employed, including:

- exercises which lead students to experience the relevant concepts and to practice applying these concepts
- discussions, which provide for the exchange of ideas among students and clarification of concepts
- outside activities, which involve students in doing something outside the classroom on a more practical level
- role-playing, which provides vicarious experiences and an opportunity for added involvement;
- simulations, which provide minature models of environments in which students may actually be living sometime in the future

This resource heavily emphasizes using decision-making concepts and skills. The material is based on the principle that students who will soon be making many major decisions should have extended opportunities for drill and practice. It is designed to be utilized in a flexible manner, and leaders are encouraged to use these materials as a framework to create a specific program to meet the needs of the group with which they are working. Further information can be obtained from the College Entrance Examination Board, Box 592, Princeton, New Jersey.

Other resources that may be helpful include the following:

- ED 021 305 Urbick, Thelma. (Comp *Decision-Making. CAPS Current Resource Index*. BR-6-2487. Ann Arbor, Counseling and Personnel Services Information Center, The University of Michigan, 1968. MF-$0.50 HC-$3.05 59 pp.
- Weals, Robert, and Johnson, Edward "Doubled and Vulnerable: A Sociodrama on Vocational Decision Making." *Vocational Guidance Quarterly*, 1969, 17(3), 198–205.
- Yabroff, William W., *Invitation to Decision, Guide I-Ninth Grade*. Palo Alto Unified School Dist., Calif., 1966, 92 pp.
- Wilson, Eugene H., *A Task Oriented Course in Decision-Making*. (Information System for Vocational Decision, Project Report No. 7.) Harvard Univ., Cambridge, Mass., Grad. Sch. of Educ, April, 1967, 180 pp.

We hope this helps you.

Impact

EDRS Ordering Instructions

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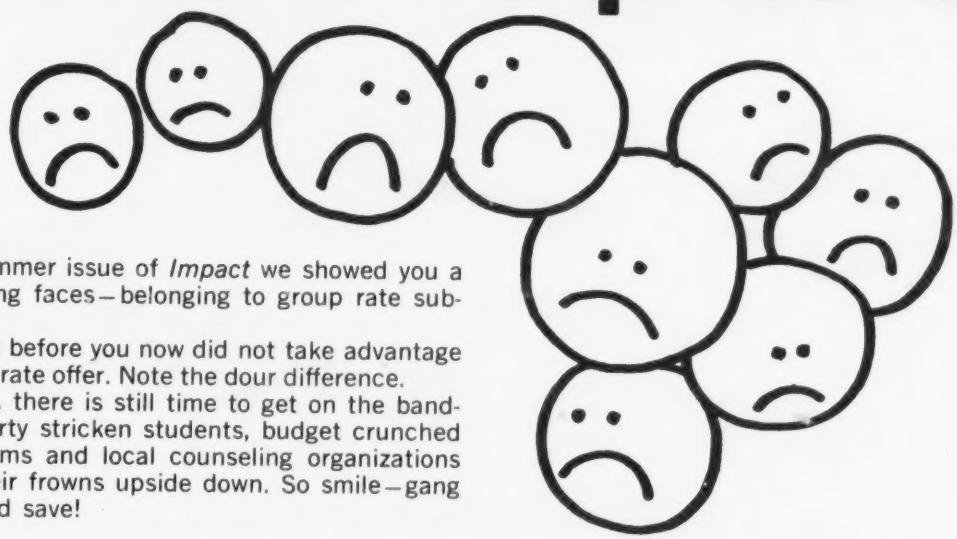

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Underground Soundings

Imagine a school system with less emphasis on grades, competition, and conformity to prescribed norms and more emphasis on individual and cooperative learning. Perhaps a dialog like the following might occur.

> "What do you think when another student stands up to answer a question and doesn't know the answer, but you do?" I asked, observing closely for an indication of smugness or pride in knowing more than another. "I think he hasn't studied, or hasn't prepared his lessons, or wasn't paying attention," volunteered one little girl. "If it's a difficult question, we try to help him find the answer," suggested another, and several others voiced their agreement, or expressed the same idea in a different way . . . With some, I tried asking the question another way: "Would you like to be the most intelligent student in your class? Which way would you feel better, if you were the most intelligent, or if everybody in the class were equally intelligent?" The responses were again in favor of collective rather than personal advancement. "We don't think that way," explained a black girl. "No one would want to be the *most* intelligent. We don't believe in individualism, in individual privilege. What we have has to be for all. We do better that way."
>
> Yet, in addition to collective advancement, there is still an avowed emphasis on individual ideas. "Here, everyone has their own ideas," explained an older girl. "No one has to think alike."
>
> *Guardian*
> September 15, 1971
> p. 12

Ideas for our public school system to aim toward? We would hope so! Incidentally, this dialogue took place between a *Guardian* reporter and several students from the Bernardo Dominguez Primary School of Havana, Cuba.

• • •

Let's look for a moment at what our schools do seem to produce—from the perspective of one of our ethnic minorities:

> In the Young Lords Party, [a Puerto Rican gang in Spanish Harlem, N.Y.C.] we talk a lot about the colonized mentality when we're frightened of taking on responsibilities. We've been conditioned to feel that we can't lead other people. The school system doesn't develop an individual's initiative and creativity. It develops your ability to follow, it develops a worker employer mentality, which is suited to this country—the "teach" is the employer and the students are workers.
>
> **David Perez**

Then, to what end does public school education carry these people? Realistically, to a smouldering frustration that is borne of an abysmal oppression. Witness the following:

> You have no idea what it is for a people never to have known what it is to run their own lives—the terrible spiritual effects. Like, oppressed people don't relate to any kind of organization. Because the only types of organization that they have known are school and the factories. And they see both of them as instruments of their oppression. Our people don't BELIEVE that they could control and plan their future—they live for the moment, for this day.
>
> After a while that sort of absolute control by a system or society works on the mentality of people. That agression, that hatred they feel because they can't control their own lives, is turned against their own—so we kill each other, we knife each other, we steal from each other, right? We form gangs to fight each other, because of that absolute contradiction between a human being who thinks and feels and wants to run his or her own life, and a society that's structured not to allow that human being to do that. It's that contradiction where a woman can work in a factory and in one day make fifteen dresses, and then go home and not be able to clothe her own child. It's a contradiction that's so GREAT—that a society can only run if everyone is involved and working to make it run, but that only a few people benefit from the wealth that everybody produces. And that's essentially the type of society we're living in now.

What, then, would you propose to your people, David, as a solution?

> Essentially, what revolution means then is that a group of people or a nation, or a class of people, make their own history—they decide their own lives. They don't have their history written by somebody else for them—they make their own. They seize their own destiny and they shape it. This is a hard thing to get to,

because people don't believe that they have power. They don't believe that they can make the society run, and that without them it couldn't run, in the first place. And building that sort of consciousness is the most important thing in a revolution.

from *Palante*, all quoted in *The Berkeley Tribe*

This revolution does not have to be violent. As long as it is a revolution of individual consciousness, of gaining the awareness that people have the potential power *as a people* to create their own history—by redefining their existence, it can be without physical violence. Yet, on the other hand, this does not deny that there will be no violence. For if the Puerto Ricans bring about a change of consciousness, this psychological change will necessitate a change in how others perceive them as a people. These **others** may be as resistant to changing their perception of the Puerto Ricans as the Puerto Ricans are insistent that others give them a new image. And violence learns how to survive.

• • •

Florence Rush in "The Myth of Sexual Delinquency" defiantly (!) disputes another accepted discrimination—the allegation that the female delinquent is a sexual delinquent.

The fact is that more female juveniles are arrested for larceny than prostitution or other sex offenses but even if picked up for shoplifting or robbery, the crime is sexually interpreted; she is acting out an incestuous wish for her father, she suffers from penis envy or she is a deviant and unnatural female. Unlike her male counterpart, the antisocial behavior of the female juvenile is rarely related to poverty, discrimination or rebellion against a repressive society.

. . . In a society that tends to overlook sexual delinquency in boys, less than one arrest in four for sex crimes were female. As previously stated, the female has a much higher score for larceny than sex—56,000 as compared to 2,259—but no matter what, her crime is sexual.

The essence of the article is captured in the following questions:

Is it violence that men fear from women or their conferences on abortion, health, rape and prostitution? Is it violent women or liberated women who have become so troublesome?

The answer rings equally clear—But men do not really fear our violence, because it is men [Author's note: All men? Is it that simple?] who are violent and not women. Prevented by men from alternatives to child bearing such as abortion, women are then punished by men for becoming pregnant; men initiate and perpetuate prostitution and yet prostitutes are punished by men; female juveniles are raped and sexually assaulted by men and then punished by men for sexual delinquency. No, men are not afraid of our violence, but they are afraid of our thinking, talking, writing, articulating, demanding and changing. It is not our violence but the loss of control over our minds, our bodies and our lives that they fear and let us deeply and passionately hope that they have very good cause for such fear.

Rough Times
[formerly *The Radical Therapist*]
June, 1972

Right on, Sister! May those men (and women, too!) who fear their loss of control over women's minds, bodies, and lives live to realize and cope with their fears.

• • •

One interpersonal approach that quite radically opposes the attempt to maintain control over another person is the effort to value personal growth on the individual's own terms and schedule. Tom Marino in "Valuing Personal Growth" presents this dichotomy in discussing a citizen's meeting on "apathy in the high school" and contrasts the meeting's outcome with normal practice in the free school of which he is a director.

During the course of the meeting I stated that I thought it was sad that the kids were fighting for superficial privileges that really weren't at the root of the oppressiveness of their school and that even if these privileges were granted it wouldn't change school much—except, maybe, to make it a little more tolerable.

I knew how the students felt because it was only two years ago that I was teaching English in a public school and fighting like hell for a smoking room, the abolition of the dress code, and some other tokens of humanization. . . . What is dangerous, though, about administrators making token gestures of humanness is that the students frequently see them as benevolent contrasted with what they have experienced before and they are inclined to be Huck Finned into passiveness, content to use the smoking room and wander "casually" around the hall in lieu of study halls. They have been suppressed and abused so long that a mere pat on the head by their masters delights them into docility. . . . This is where a great danger lies. Conned into feeling comfortable, students are unlikely to attack the real injustice of the system—the numbing of their minds and bodies. They have been turned off for so long that they believe the natural order of things dictates that they should be coerced into following a teacher-directed curriculum for at least twelve years. The self-initiated learning achievements of their pre-kindergarten years are forgotten and buried. More than that, though, they have been turned off to their own feelings and needs for so long that they feel themselves as being basically worthless and incapable of deciding what to do with themselves. Their concept of learning has been restricted to an experience that must occur within four walls, be somewhat painful, and compulsory. Anything that smacks of joy and exhilaration must be essentially dribble in the long run. This yardstick for learning doesn't permit them to envision or measure the value of a system that permits personal choice. Because their previous experience has not let them trust their own feelings, they have no faith in themselves to make such a monumental decision as deciding what they ought to learn.

. . . The process of sorting out priorities is painful to most students. Functioning in the absence of the "whip" causes a great deal of anxiety. Unable to be very productive, they look for a scapegoat and direct their hostility at Pinehenge [a free school]. "This place sucks." "There's nothing to do." Interpreted, this means, "Damn it, there's no one to entertain me. I want something to do, but no one will make me do it."

. . . However, when it comes to academic and personal freedom, the students know damn well that there would be temporary chaos and that they really don't know what they want to do. They know also that the administration, teachers, school board, and their parents know this and they don't know how to justify it and defend it because they are not sure themselves what it will be like after the dust settles. They have never witnessed people floundering for awhile and then evolving into self-directed people, who are productive and really like themselves.

Then, it will depend on your assumptions about human nature, whether students are allowed the opportunity to falter in chaos in order to gain faith in themselves and their ability to make decisions.

But what the hell can you tell people about human nature if they think it is essentially slothful and you think it is basically productive? We aren't even on the same wave length.

Outside the Net
Summer 1972

• • •

Clearly, there is one wave length that runs throughout the preceding collections: the interplay of being self-directed versus other-directed.

Doesn't this theme generate an issue basic to our existence: when we are either self-directed or other-directed, are we happy with this direction? Are we in conflict with the locus of direction? If we're in conflict with the locus of direction, is a change in direction necessary and, if so, how will the change be made? What consequences will this change have on people and institutions that are a part of our environment?

We have the capacity to tackle this issue—actively, not in reaction. Will we choose to use this capacity?

Bazaar

JOURNALS AND NEWSLETTERS

Ed Centric
published monthly by the U.S. National Student Association, Inc., Center for Educational Reform, 2115 S. Street, N.W., Washington, DC 20008. Subscription $5.
This lively periodical focuses on higher education and encourages students and faculty to begin programs to change education, such as governance restructuring, free schools, radical student unions, and campus-based reform information centers. A special double issue on drugs is available for $1, prepaid.

Say It-So It Makes Sense
Ed-U Press, 760 Ostrom Avenue, Syracuse, NY 13210.
This new newsletter devotes itself to communicating important information to young people with low reading levels in language they can relate to. It also describes resources available through Ed-U Press which further this goal. Price information available from publisher.

Interpersonal Development
Fred Massauk, Ed., 6245 Scenic Ave., Los Angeles, CA 90068.
A new international journal for humanistic approaches to group psychotherapy, sensitivity training and organizational development.

Evaluation Magazine
501 S. Park Ave., Minneapolis, MN 55415.
A new quarterly which will review developments in evaluation of human services, analyze usefulness of various approaches and summarize results. Free copies available.

New Ways in Education
1778 S. Holt Ave., Los Angeles, CA 90035; (213) 839-6994
Explores what is happening with the new schools movement in Southern California; issues of national interest directed toward humanizing education; book reviews, articles by radical thinkers in the field of education, course offerings at various places, meetings, fund-raisers, schools opening, jobs available. Samples $1, 1-year subscription $5, schools/resources list 50¢ (free to subscribers).

Conscientious Consumer's Bulletin
1609 Connecticut Ave., N.W., Washington, DC 20009, $1/year – eight issues.
Designed to provide people with the information that can help them advance social change through conscious boycotts and selective purchasing.

BOOKS

The IQ Cult
Evelyn Sharp. Coward, McCann and Geoghegan, $5.95.
A genial but perceptive critique of what the author calls the "stranglehold" cult of the IQ test that dominated the educational scene for 50 years. Miss Sharp examines various IQ tests, question by question, in seeking to prove that they are not objective. There are several "right" answers to the same question, she shows, and tests in general only predict "whether a student can make good grades in the standard curriculum." She gives the history of IQ tests, describes how such tests are given, how schools and industries use them.

Sappho Was A Right-On Woman
Sidney Abbott and Barbara Love. Stein and Day, $7.95.
Drawing from personal experiences as well as the witness of hundreds of other lesbians, the authors depict the two sides of the lesbian's problem – what the lesbian life is like, and what it may be in the future. They discuss every aspect of the lesbian agony and ecstacy: the guilt, the sense of unworth, the demand for invisibility (there are as many or more lesbians as male homosexuals, they suggest), the "bizarreness" stemming from virtually outlaw social status.

The New Chastity, And Other Arguments Against Women's Liberation
Midge Decter, Coward, McCann and Geoghegan, $5.95.
Accuses many leading feminists of a retreat from work, sex and humanity.

Before the 3Rs
Mariann P. Winnick. McKay, Cloth $5.95, Paper $2.95.
Games and activities for pre-school children that encourage the use of the home as a unique – and ideal – environment for learning.

Nine Rotten Lousy Kids
Herbert Grossman. Holt, $7.95.
A day-to-day chronicle of life at the Phoenix School, an experimental "way station" for delinquent boys in New York City. Draws a disturbing picture of the struggles of both teachers and kids against immense odds.

A Scream Away From Happiness
Daniel Casriel, M. D. Crosset, $6.95.
Dr. Casriel has established therapy centers bearing his name and practicing his method, which uses screaming as its primary tool. A most engrossing segment of his book is a reproduction of a recording of an actual group meeting, which includes behavioral profiles of each patient-participant and encompasses the whole spectrum of the Casriel method – encouraging alcholics, addicts, sexually neurotic men and women, turned-off teenagers to release their gut feelings in screams.

Black English
J. L. Dillard. Random, $10.
Dillard writes, "... it seems inescapable that black English is human language, and that if it is, it has a history ..." He traces the complicated syntax and usages of black English (spoken by about 80% of black Americans) to African tribal origins and the ways in which black slaves in earliest colonial times developed a fusion of their own diverse languages with plantation English – with results that can be heard today in the speech of white southerners. Dillard throws fresh light on this broad, shadowy area of linguistics and history, analyzing black English structures and exploring word derivations with humor and irony. His closing chapter ticks off the myth of low black intelligence. Glossary, appendix, bibliog., index.

Law and Order in Grade 6-E: A Story of Chaos and Innovation in a Ghetto School
Kim Marshall. Little, Brown, $7.95.
Through the first year trauma of teaching a sixth grade class in a public school in a black ghetto area in Boston, Marshall experimented with different ways to bring order out of chaos and get a real learning situation going. He developed an approach which he calls "learning stations" – kids sit in groups around the room, and on "station days, Monday through Thursday, they move freely and occupy themselves with worksheets in seven subjects prepared by the teacher and placed in pockets around the outside of the room. The students choose their work in any order, and the teacher moves about helping them when necessary. Fridays are kept free for evaluations and discussions." Appendices include sample worksheets.

The Nature and Evolution of Female Sexuality
Mary Jane Sherfey, M.D. Random, $5.95.
A readable, informative, well researched and somewhat surprising study of the biological evolution of sexuality in the female from primate to modern woman. Shows, with due credit to Masters and Johnson and with case histories (plus charts and graphs that make sense and are pleasant to study), that a woman is in essence the almost insatiable member of the sexual act – it has been the strictures of society through the ages that have kept her instincts and capacities well hidden.

On Learning and Social Change
Michael Rossman. Random, $10; paper $2.45.
Through a series of "games" – role playing in the vein of psychodrama – Rossman dissects the learning process in an effort to find the sources of deep discontent felt by so many of the young today. He opposes the "totalitarian classroom" with its lecturing teacher and authoritarian norms which, he says, in effect isolate students from each other and intimidate any spontaneous learning process. The most fascinating part of his book is devoted to the "games" which expose this point.

Working Through: A Teacher's Journey in the Urban University
Leonard Kriegel. Saturday Review Press, $6.95.
Kriegel begins his "journey" as a freshman in the class of '51 at Hunter College, and ends it as an English instructor at City College of New York – struggling to cope with the radical new image of university life circa 1972.

Wit's End: A Teacher's Notebook
Alan C. Jones. Quadrangle, $5.95.
Jones, the ink of his teacher's certificate scarcely dry, went to work at Du Sable Upper Grade Center in Chicago, a black ghetto school. Before he was through he was compelled to make a total disavowal of "my college idealism." Ultimately Jones quit in disgust. What makes his book special is that he has the wit to recognize an element of black humor amid the chaos and danger at Du Sable.

Woodstock Craftsman's Manual
"Provoked by Jean Young." Praeger, $4.95; cloth $10.
This book covers lots of "in" things like candlemaking, macrame, crocheting, pottery, beadwork, home recording and such. It's simple enough, illustrated with photos and large basic drawings.

Family Matters
Lawrence H. Fuchs. Random, $6.95.
Traces the history of families, and shows how we have made a "sacred cow" of independence and equality within the family group and contends that this had led to aggressive children, angry women, men without authority and humiliated elderly.

A Nation of Strangers
Vance Packard, McKay, $7.95.
Describes what the feebly rooted lives which an estimated 40 million Americans now lead are doing to family life, marriage, divorce, young children, adolescents, social life, housing, politics, community involvement, vandalism, and crime – all over America.

Crucifixion – Group Encounter Defiled
Gene Church and Conrad D. Carnes. Outerbridge and Lazard.
Almost unbelievable story of a four-day encounter session. Describes what happend to a group of unsuspecting executives who found themselves virtually imprisoned in a fashionable motel in Palo Alto in the interest of being sensitized to becoming better salesmen and leaders.

Will the Real Teacher Please Stand Up? (A Primer in Humanistic Ed.)
Mary Greer and Bonnie Rubinstein. Boodyear Pub. Co., Pacific Palisades CA, 1972.
A fascinating, very readable, well illustrated book designed to sensitize educators to the needs of students. Its all about children and youth and how they can be helped to grow, develop, and become instead of "squashed or denied." It contains a potpurri of thought and feeling, providing articles and excerpts as well as descriptions of activities that can be used to facilitate humanistic education.

Omnivore: Our Evaluation in the Eating Game
Lyall Watson. Souvenier Press, Longon. $5.00.
A look at food perversions – i.e. oral voyeurism looking through the window of a restaurant.

Drugs from A to Z: A Dictionary
Richard L. Lingeman. McGraw-Hill, 1969. $2.95.
Contains pharmacology, dosage information, facts about drug abuse and illicit drug traffic, botanical data, slang and

colloquial terms, and quotations from the literature of the drug world.

The Free Clinic, A Community Approach to Health Care Drug Abuse
Edited by David E. Smith, David J. Bental, and Jerome L. Schwartz, STASH, 1971, $5.00.
A look at healthy care, focusing on the need to reconstruct how professional and free clinics present health care to communities. Proceedings from the first National Free Clinic Council Symposium; position papers and a survey of sixty operating free clinics.

The Little Red Schoolbook
Simon and Schuster, 1971, $1.50.
A compendium of useful information for young people about where the schools are at, including a section on drugs. Originally written in Swedish.

Mind Days, Revised Edition
Margaret O. Hyde. McGraw-Hill, 1972. 160p., $4.95.
An update of a 1968 book of the same name, this edition also speaks about young people – why they use drugs, what drugs do, and legal and psychological ramifications of use and abuse. With recent innovations in treatment as well as changes in attitudes and laws, the revised edition extends to the current American drug scene. (A Junior Book).

RESOURCES

Do It Now Foundation
P.O. Box 5115, Phoenix, AZ 85010.
A national non-profit organization for street drug education. Publications list available pamphlets, books, records, filmstrips, slide programs and posters.

Women's History Research Center, Inc.
2325 Oak St., Berkeley, CA 94708.
Gathers and distributes information on women in all walks of life. Publishing directories of materials in films, tape recording, research projects, women's periodicals, female artists, etc.

Patterns of Minority Relations
Raymond Mack and Troy Duster, Anti-Defamation League, NY $.75.
Minorities, social power, and anatomy of prejudice and discrimination are covered.

American Junior Colleges, eighth edition
Available from American Council on Education, One Du-Pont Circle, Washington, DC 20036. Revised 1971. Price: $18.00.
This 850-page edition of the directory is a complete source of up-to-date information on all accredited two-year institutions.

The High School Project
3130 M. St., NW, Washington, DC 20007; (202) 965-4880.
A communications resource for all young people of high school age trying to deal with problems in their schools and communities. The High School Project puts young people in touch with local resource people who have the skills and experience needed for effective organizing. The Project serves an eleven state area including Connecticut, Delaware; Washington, D.C.; Maryland; New Jersey; New York; North Carolina; Ohio; Pennsylvania; Virginia; and West Virginia. Anyone in those states can call toll free any weekday between 10 am and 8 pm by dialing (800) 424-9216.

Legal Manual for Alternative Schools
Counter Culture Law Project, 360 E. Superior St., Chicago, IL 60611 – Cost: $1.25.
The book is directed specifically to Illinois, it may be helpful in other states as well, covering the strategy for alternate schools to avoid or beat prosecutions for truancy, building and zoning codes, not-for-profit incorporation, tax exemption insurance and resources.

Drug Action Kit
How to get young people involved in a community program against drugs is outlined in an Action Kit developed by Bristol Myers. Kit is based on interviews and experience with young people participating in a variety of successful programs: drugs, VD, pollution, job training. For copy write: Action Kit, Bristol Myers Products Div., 345 Park Ave., Room 16-26, NY 10022.

National Coordinating Council on Drug Education
A private, non-profit organization working to promote rational approaches to all drug related issues. They try to reach straight groups, inform them about the drug abuse problem and existing programs, and generate and disseminate drug information. Contact: NCCDE, Suite 212, 1211 Conn. Ave. N.W., Washington DC 20036 (202) 466-8150.

Institute for the Study of Sport and Society
Station E., P.O. Box 13312, Oakland, CA 94611 (415) 525-7311.
Actively engaged in examining issues of social relevance in the athletic world, while at the same time developing alternative, humanistic approaches to sport.

"Darkness, Darkness"
Nolan, Wilton and Wooten, Inc., 374 Waverly Street, Palo Alto, CA 94301, 27 min.
A frightening film portrait of the "new junkie" – the young, white, middle-class heroin addict. Through a series of raps with the new junkies themselves, the film traces the heroin experience from experimentation to addiction.

How to Operate Your Day Care Program – An Administration's Handbook.
Ryon Jones Associates, Inc., 906 Penn Ave., Wyomessing, PA 19610. $10 per copy plus postage.
This "how to" manual provides the kind of assistance needed in program design, budgeting, office management, staff training, community organization, purchase of equipment, supportive services to children and families, and the incredible range of problems faced by even the smallest program struggling to provide quality day care.
Eighteen specialists, all with extensive program experience, were drawn together to share their knowledge. This manual, although specifically directed to programs operating with Title IV-A funds, is equally valuable for any program, large or small, public or private, which earnestly seeks the optimum experience for the children it serves.

Directory of Free Universities and Experimental Colleges
Center for Educational Response, 2115 S. Street N.W., Washington, DC 20008. Minimum donation 50c.
The 12-page booklet lists over 200 programs on and off campuses, giving the name of the program, the campus it's affiliated with (if any) and the full mailing address. The directory does not purport to be an up to the minute accurate listing of all experimental colleges and free u's. Instead, this is a chance for people to get to know where such projects are (or at least were within the last month) so that they can get in touch with other projects, begin regional organizing, or just feel secure to know that they're not isolated.

"A Three Letter Word for Love"
A superb film about working class adolescents who discuss their sex myths and problems. A "facts" follow-up, tentatively titled "Twelve Heavy Facts About Sex," will have an integrated cast and will be aimed at the average youth who doesn't like to read much.
Developed by Saul Scheidlinger and Sol Gordon, the film will get to the point, which for the average teenager is a discussion of topics like masturbation, penis size, homosexuality, "perversion," as well as the general area of sexual morality and responsibility.
Available from: Texture Films, 1600 Broadway, New York, NY 10019.

Careers for Ex-Addicts
Through OEO, ex-addicts working as counselors in drug programs have the opportunity to upgrade their skills by enrolling in a 3-week training session in Washington, DC followed by a 15 week period of technical assistance to the program in which they are employed. Such training also enables them to work effectively in areas other than drug rehabilitation. College credits can be earned through the program. For information write: Calvin Fenton, National Institute for Drug Programs, Webster College, 7775 – 17th St., N.W., Washington, DC 20012.

REPORTS

Population and the American Future
The final report of the Commission on Population Growth and the American Future, concludes that "in order to enable all Americans . . . to enhance their capacity to realize their own preferences in childbearing and family size," we should explore further means of birth control, extend subsidized family planning programs, literalize access to abortion, and extend the delivery of health services related to fertility. Available in paperback from Signet Press.

Television and Social Behavior Reports and Papers, A Technical Report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior.
The following volumes present findings of a scientific inquiry about television and its impact on the viewer. Emphasis was placed on a study of the relationship between televised violence and the attitudes and behavior of children.

Volume I, Media Content and Control. 1972. 546 p. il. He 20.2402:T 23.2/v.1/S.N 1724-0202. $2.00.

Volume II, Television and Social Learning. 1971. 371 p. il. He 20.2402:H 23.2/v.2/S.N 1724-0195. $1.50.

Volume III, Television and Adolescent Aggressiveness. 1972. 435 p. il., He 20.2402:T 23.2/v.3/S.N 1724-0200. $1.75.

Volume IV, Television in Day-to-Day Life, Patterns of Use. 1972. 603 p. il. He 20.2402:T 23.2/v.4/S.N 1724-0199. $2.25.

Volume V, Television's Effects, Further Exploration. 1972. 375 p. il. He 20.2402:T 23.2/v5/S.N 1724-0201. $1.50.

First Special Report to the U.S. Congress on Alcohol and Health, From the Secretary of Health, Education, and Welfare, December 1971.
This report summarizes a substantial portion of current scientific knowledge on the health consequences of using alcoholic beverages, and represents the first part of a three-year comprehensive study being undertaken by the National Institute on Alcohol Abuse and Alcoholism to help the Nation combat alcohol-related problems. Rev. 1972. 121 p. il. He 20.2402:Al 1.8/S.N 1724-0193.

A Trainers Guide to Andragogy, Its Concepts, Experience and Application
Provides guidelines for the staff training specialist in State and local Social Service agencies to assist him in the work of organizing, planning, designing, conducting and evaluating learning experiences for adults. 1972. 236 p. il. HE 17.8:An 2/S.N 1761-0029.

Interpretation of Target Audience Needs in the Design of Information Dissemination Systems for Vocational-Technical Education
Presents findings of a study of target audience needs of vocational-technical education information dissemination systems, and reports conclusions and recommendations, which may serve as the basis for planning information products and services. 1972. 63 p. il. HE 5.2:V 85:11/S.N 1780-0913. $.70.

Television and Growing Up: The Impact of Televised Violence
Report to the Surgeon General, United States Public Health Service, from the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. 1972. 279 p. il. HE 20.2402:T 23/S.N 1724-0186. $2.25.

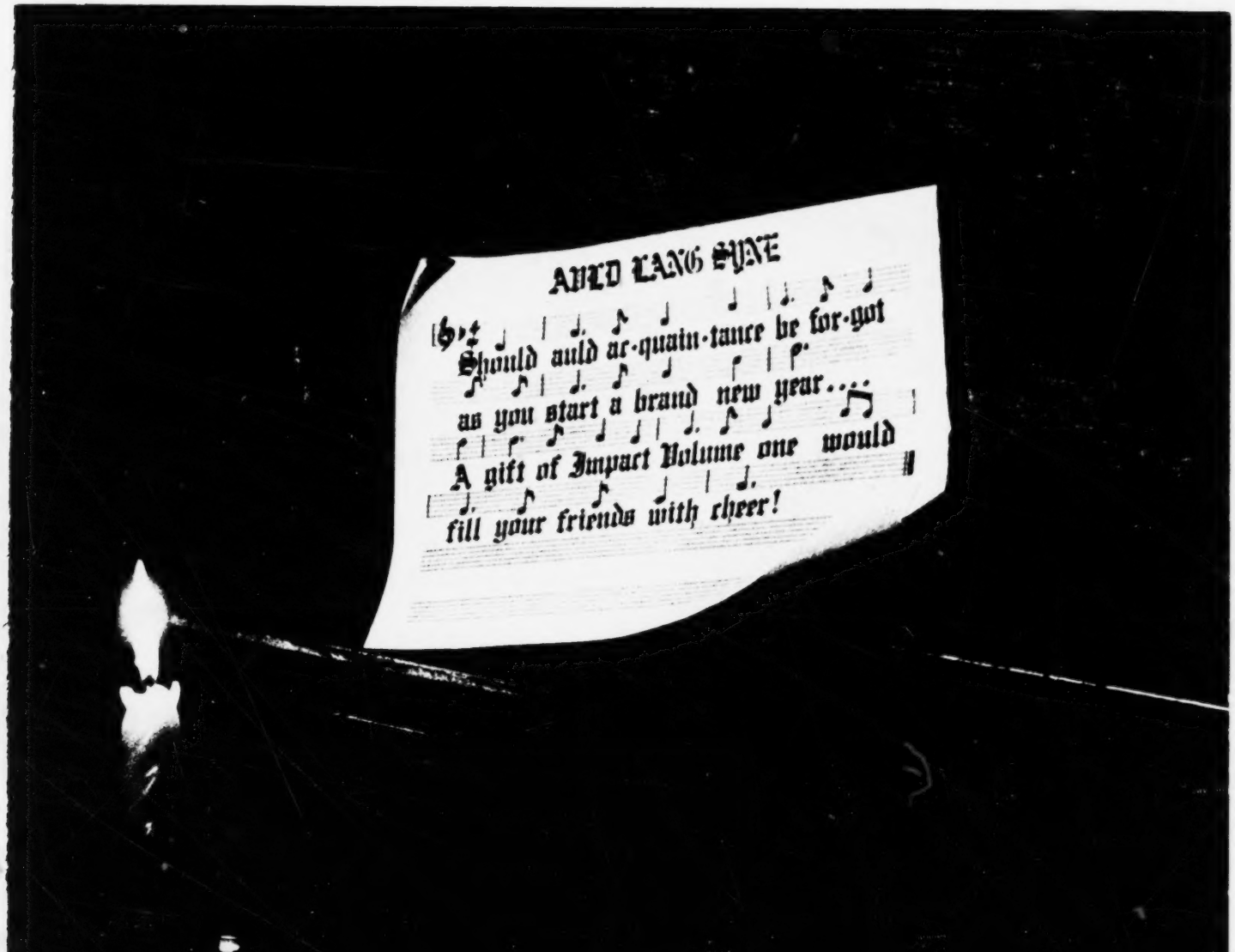
Order the above documents from
Public Documents Distribution Center, 5801 Tabor Ave., Philadelphia, PA 19120. (Make checks payable to Supt. of Documents.)

The Challenge of New Directions in Campus Law Envorcement
University of Georgia Center for Continuing Education, Athens, Georgia 30601. $2.50. This publication presents the proceedings of the conference of the same name, which was held at the Georgia Center on January 9-13, 1972. Emphasis throughout is on practical approaches to real problems in campus law enforcement. The "security" function is rejected while the importance of law enforcement as an integral part of the teaching and service function of the institution is stressed. Institutions represented were geographically dispersed across the nation.

MISCELLANEOUS

How about an anti-drug drug? That is the brainchild of Jerome Jaffe, a White House drug advisor, who suggests that potential heroin users be screened and immunized with nonaddicting narcotic antagonists. He admits that legal problems would have to be worked out, that 'antagonist use' is for the future and that it will be only an adjunct to other approaches to drug abuse. For additional information contact Jim [illegible]ng, NIMH, 5600 Fishers Lane, Rochville, MD, 20852.

No Parking Signs
Large, bold lettering on white gummed stock (hard to remove) reads YOU ARE PARKED HERE ILLEGALLY – for those who consistently take your parking space. Fifty for $2.98 – Taylor Gifts, 353 E. Conestoga Road, Wayne, PA 19087.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In fact, if you don't have Volume 1 of Impact, buy yourself a gift. Back issues of Impact are priced at $1.75 each or $6.00 for all four issues. Write Impact, Box 635, Ann Arbor, Mich. 48107 for back issues. We'll rush them to you for holiday gifts, but the supply is low, so hurry!

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